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DELTA KAPPA GAMMA

BULLETIN

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LANGUAGE IS FOR THE LIVING

Hildred Schuell

REPORT ON A SURVEY OF PUPIL INTEREST IN TEACHING
AS A PROFESSION

I'LL BE A TEACHER, TOO

Ruth Fitzgerald

LOULA GRACE ERDMAN—TEACHER EXTRAORDINARY

Dorinda Bond

WHAT HAPPENED TO THE EDUCATOR'S AWARD?

Mildred Lothhammer

WHAT IS BEFORE US?

Virginia Kinnaird

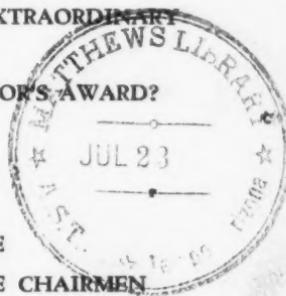
THE PRESIDENT'S PAGE

FROM THE NATIONAL COMMITTEE CHAIRMEN

AS YOU READ

Ethel Wooster

SPRING • 1947



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The Delta Kappa Gamma Bulletin

M. MARGARET STROH, *Editor*

CONTENTS

Language Is for the Living	Hildred Schuell	5
Report on a Survey of Pupil Interest in Teaching as a Profession		9
I'll Be a Teacher, Too	Ruth Fitzgerald	18
Loula Grace Erdman—Teacher Extraordinary	Dorinda Bond	21
What Happened to the Educator's Award?	Mildred Lothhammer	23
What Is Before Us?	Virginia Kinnaird	24
The President's Page		31
From the National Committee Chairmen		35
As You Read	Ethel Wooster	49
Over the Editor's Desk		57
Lest We Forget		62

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Contributors' Page

5 Dr. Hildred Schuell needs no introduction to our readers, for she has
9 been presented to them on a number of previous occasions. Her dynamic
18 contributions to the understanding of sex differences in stuttering have aroused
21 widespread interest among speech specialists. Her article in this issue is
31 written in her usual provocative style.

23 The contribution of the Gamma chapter, Decatur, Illinois, to an understanding
24 of the reasons why young people lose their initial interests in teaching
31 and are diverted to other professions is a significant one. Under the
35 leadership of Miss Dorothy Austin, the committee in Decatur has done an
49 outstanding piece of work. Our readers will be interested in perusing the
57 report of the research conducted in the Decatur Public Schools.

62 Miss Dorinda Bond, of the Pi chapter, is the Director of College Publications,
62 West Texas State College, Canyon, Texas. As a colleague, she is in
57 a particularly strategic position to appraise the unusual characteristics of Miss
57 Loula Grace Erdman.

62 Virginia Kinnaird has long been active in the Department of Classroom
62 Teachers. She is serving at present as Director of the North Central Region.
57 In addition to the exacting duties incident to her position in that organization,
57 she finds time to be chapter president of the Fort Wayne, Indiana, chapter.
57 Her analysis of current legislation is an excellent one and merits the attention
57 of every thinking member.

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Ruth Fitzgerald, of Greensboro, North Carolina, is a state founder and
a former state president. Her charming article, "I'll Be a Teacher, Too,"
is written with her usual verve and appreciation.

The book reviews for this issue were furnished by Ethel Wooster, of the
Bridgeport Public Library. Miss Wooster is a member of Beta chapter,
and is Director of Children's Work in the Public Library. She was Children's Librarian in Houston, Texas, for two years before going to the Connecticut position.



FORMER SENATOR HATTIE R. CARAWAY
Kansas
National Honorary Member.

Sarcophagus of Culture?

Language Is for the Living

HILDRED SCHUELL

SOMEHOW in the teaching of language we seem to have come to concern ourselves largely with non-essentials. We do not show sufficient awareness of the fact that language is a living thing. We tend to regard literature as the sarcophagus of "culture"; we act as though we believed that our students could become initiates by learning the inscriptions—the names and the dates (expressing them in complete sentences, of course). And we are prone to consider them barbarians that they are not overly concerned with coffins.

This is not to argue against the teaching of literature, but rather to urge that we concern ourselves more with the substance than the form, with what the writer had to say, the living idea: that we remember that "the eternal thread of life and beauty that is not dead," is in our students as well as entombed in the past, and that this is of greater importance. If a book or a writer has nothing to say which has meaning for them now, must we not conclude that in the study and discussion of such a work we are wasting the pupils' time? We are doing worse than that: we are insuring a rejection of "classics"—which may after all be a sturdy and honest thing, and a misfortune for which we, and not the pupil or writer, are responsible.

LET US BE HONEST IN APPROACH

In fact we need more of this kind of honesty in the teaching of literature. If we treat a "classic" as an absolute "truth," a final statement, an object of veneration (which our pupils are probably too illiterate or willfully obtuse to appreciate) instead of a human document, bearing the signs of the age, the attitudes, and the limitations of the writer, we are neither teaching them to appreciate nor evaluate anything. Rather we are teaching them that the past is sacred, a superstition which stifles progress; and that the printed word is infallible—"it must be 'true' if you read it"—which is to place them at the mercy of every pamphleteer and racketeer who can secure the services of a printing press. The least harmful of the attitudes engendered by our ritual with the classics is probably the first one: a profound distrust of anything "classical".

In our teaching of composition we undoubtedly do turn out a few good stenographers. We will not admit that there have been brilliant thinkers

whose penmanship was practically illegible, who never were good spellers; that Shakespeare himself spelled his name several different ways; that punctuation is often supplied by publishers' assistants; that most men and women of affairs hire stenographers for about thirty dollars a week. We do not dare to admit it; pupils are uncomfortably close to rebellion about our pedantry as things stand; and so the emerging idea, the vital thing, the voice that would be heard, is lost again and again. If it dared seek expression it was mutilated by red pencil, crushed by a "C"; it lies dead among the comma faults.

WHAT SHALL WE EMPHASIZE?

But we have to teach them to write! Perhaps we could, if we put the emphasis where it belongs, on what is being conveyed, if we valued that, and taught techniques frankly as techniques—not the most important thing there is, but as useful devices to know, to facilitate the processes of reading and writing. Writing is, after all, only a process of making inkmarks to convey ideas. In spite of all the grammarians have to say, it comes back to just that one simple thing.

In teaching grammar we tend to behave as though we thought that all of our pupils had the same needs, the same necessity for understanding the structure of language. To how many people is this really important? To how many do we give a feeling of frustration and failure because we can't teach them to identify the parts of speech, or to parse and diagram a sentence? They mutter rebelliously, "What good is that ever going to do me?" and we make pontifical noises about "culture" or "discipline," and eventually in despair let them go out making common usage errors which may cost them a job or a promotion some day—or may not—after they've had eleven years of "English".

WHAT HAPPENS TO THE PERFECTIONIST?

The real trouble is that we are too fearful of relaxing our "standards." We believe, sincerely enough, that to demand anything short of perfection of our pupils is to give in to slipshod methods, to encourage carelessness. But let us see what happens. In the first place perfection is an exceedingly unrealistic concept. Where to look for the referant of that word? The closest that we can come to any such absolute standard is a relative freedom from technical errors, which may be a sterile achievement, although there are admittedly places for good technicians. The practical result of such emphasis, however, is to create a state of tension between teacher and pupils. The teacher can never relax, can actually never be quite honest or natural. Since she feels the necessity of serving as a model for her pupils, she cannot admit an error, or give more than condescending praise for work well done. She

can rarely admit that she doesn't know the answer. Eventually the fiction of her infallibility comes to be an inner necessity, and is the source of her greatest insecurity and conflict. The pupils tend to become discouraged and rebellious, since the only thing which is highly predictable is that they will continue to make mistakes, and the teacher, now defensive, feels that this reflects upon her. Accordingly little sympathy exists between teacher and pupils. Thus an atmosphere is created which is conducive to neither growth nor achievement. On the other hand if the emphasis is placed upon achievement, and generous credit is given for that, pupils tend to take pride in their work, and to master techniques and eliminate errors more easily.

FLUENCY OR GLIBNESS

In speech we seem to value fluency more than anything else. We frown upon pauses, hesitations, and *and-uhs*. Yet there is no such thing as perfectly fluent speech. We all hesitate more or less: more in some situations, and less in others. The most learned, the most highly-paid speakers, are often extremely hesitant. Actors know well the value of hesitation in an emotional scene. The reason that we are moved is that the hesitancy conveys to us what it does in life—a profound, a revealing moment. What we actually do, by the premium which we place upon fluency, is to make the hesitant speaker, the insecure speaker, or the one whose normal rate of expression is a little slower than average, feel anxieties about hesitations, come to fear them perhaps—and create tensions which will make him more hesitant than ever, and in time, perhaps, a stutterer.

We are critical, too, of pronunciations, and often evince extreme distaste for local usages. We lead the pupils triumphantly to a dictionary and show them the preferred pronunciation. We prefer it because it has to our ears a "cultured" ring. We rarely tell them that these preferred pronunciations vary from locale to locale, from lexicographer to lexicographer: we allow them to think instead that this is the ultimate authority, the final dictate. We seldom let them know that usage itself determined the dictate, and that usage changes, as language itself undergoes changes, that "authorities" disagree. Only a few dare venture, for example, that midwestern usage occasions little comment in the midwest, but that an acquired eastern or British accent might.

As we overvalue fluency, we overvalue glibness in the use of words. We rate highly the speaker who is able to talk easily on any subject. Why? Whose ideas on any subject are valuable? What are those ideas worth? Where did the speaker acquire them? Does he have any information on that subject? Has he made any valid observations concerning it, checked their accuracy? What is there in the roll of words, however smooth and sonorous, to envy or admire, unless those words refer to something meaningful? Here, again, we are guilty of a falsity. If we act as though

glibness were desirable, are we not teaching pupils not to listen critically, not to evaluate, to be blind followers of whoever talks loud and long? Radio alone has made this a dangerous course to follow. It is and will certainly continue to be a tool of propagandists, as well as the vehicle of all who have large schemes for reaching consumers' pockets. Hundreds of thousands of words are poured into our ears daily. Do we not, as teachers, have a social responsibility—not towards fostering glibness—but to challenge it, and to teach our pupils to do the same? The smoothest, most convincing speaker is potentially the most dangerous, if he charms us into not evaluating the facts, the attitudes, and the motives which lie behind his words.

HOW DOES CONFIDENCE GROW?

What then shall we teach in speech? Can we not teach that *speech is communication between human beings*, that audiences are composed of people like themselves, to whom they may speak what they know, what they think, simply and directly, without fear of making "mistakes," without painful withdrawal occasioned by expectancy of superior and condescending criticism; to listen in the same fair and considering manner to what others say, and to evaluate objectively—in other words to use speech for communication? As the fears and anxieties are removed, confidence will grow, friendliness will replace doubt and suspicion; we may come at last a little closer to tolerance, to mutual understanding, and to social maturity.

Techniques can come then, and they will be acquired easily and naturally, as the occasion, the need for them arises,—but the student so trained will not be dependent upon them alone: he will not be taken in by the "sound and the fury," nor will he feel unhappy, inferior, and vaguely suspicious, nor be carried away by mere ink-marks and noises. An individual with understanding and good will, with a searching habit of mind, accustomed to making observations and checking them with experience, little needs a veneer of "culture." Perhaps as English and speech teachers we need more understanding of and more respect for our students, and less preoccupation with grammarians, rhetoricians, and phrase-makers, living or dead.



The Desire to Teach: What Happens to It?

Report on a Survey of Pupil Interest in Teaching as a Profession*

Grades 4-12, Decatur Public Schools, Decatur, Illinois,

1945-1946

THE vital need of better selection of well-qualified young people for the teaching profession is a problem of greatest concern to those who are interested in the effectiveness of education in our country. This problem arises from the fact that an adequate number of capable young people are not going into teaching. Obviously, it is necessary to interest more persons in teaching to allow for the selection of well-qualified candidates for the profession.

In order to discover how to attract more young people to this field, studies were made of the present vocational interests of pupils in Decatur, Illinois, and of the attitude of these students at various grade levels toward the teaching profession.

THE FIRST SURVEY

The first survey was made on October 22, 1945 in grades four through twelve in all of the public schools in Decatur. Each pupil was given a blank on which he was asked, "If you could choose any occupation regardless of cost of training, what would you choose to do for your life work?" Each reply was signed, and the school and home room were designated to permit a follow-up study. On page 10 is a tabulation of the 5,960 replies received:

Chart I shows the twenty-one vocations most frequently mentioned by 5,960 pupils in grades 4 through 12 and the per cent of pupils which these represent in the upper elementary, junior high, and senior high schools re-

* This report was made by a committee appointed by the Gamma chapter of Illinois. The committee consisted of Dorothy Austin, Chairman; Gladys Pollard, and Charlotte Meyer.

CHART I.—Twenty-One Leading Occupational Choices of 5,960 Pupils in Grades 4-12, Decatur, Illinois

	Grades 4-6	Per cent	Grades 7-9	Per cent	Grades 10-12	Per cent	Total	%
1. Nurse	359	17.2	246	11.0	148	8.9	753	12.6
2. Secretary	86	4.1	179	8.0	180	11.4	455	7.6
3. Teacher	171	8.2	80	3.6	92	5.5	343	5.7
4. Pilot	180	8.6	134	6.0	0	0	314	5.2
5. Doctor	88	4.2	109	4.9	66	3.9	263	4.4
6. Engineer	54	2.5	80	3.6	126	7.6	260	4.3
7. Military Forces	123	5.8	90	4.0	17	1.0	230	3.8
8. Stenographer	79	3.7	77	3.4	72	4.3	228	3.8
9. Musician	80	3.8	70	3.1	55	3.3	205	3.4
10. Farmer	66	3.1	100	4.5	31	1.8	197	3.3
11. Scientist	50	2.3	58	2.6	54	3.2	162	2.7
12. Mechanic	21	1.0	63	2.8	61	3.6	145	2.4
13. Artist	45	2.1	35	1.5	40	2.4	120	2.0
14. Athlete	62	2.9	36	1.6	15	.9	113	1.8
15. Retail Merchant	20	.9	41	1.8	39	2.3	100	1.6
16. Airline Hostess	9	.4	46	2.0	40	2.4	95	1.5
17. Law Enforcement	70	3.3	21	.9	0	0	91	1.5
18. Housewife	38	1.8	36	1.6	16	.9	90	1.5
19. Aeronautics	2	.1	0	0	83	5.0	85	1.4
20. Lawyer	9	.4	27	1.2	42	2.5	78	1.3
21. Beauty Operator	15	.7	34	1.5	26	1.5	75	1.2
22. Other Choices	459	22.0	656	29.6	443	26.7	1,558	26.1
Totals	2,086	99.1	2,218	99.2	1,656	99.1	5,960	99.1

spectively. The percent of those interested in teaching changed from 8.2 per cent in grades 4-6 to 3.6 per cent in grades 7-9 and then to 5.5 per cent in grades 10-12.

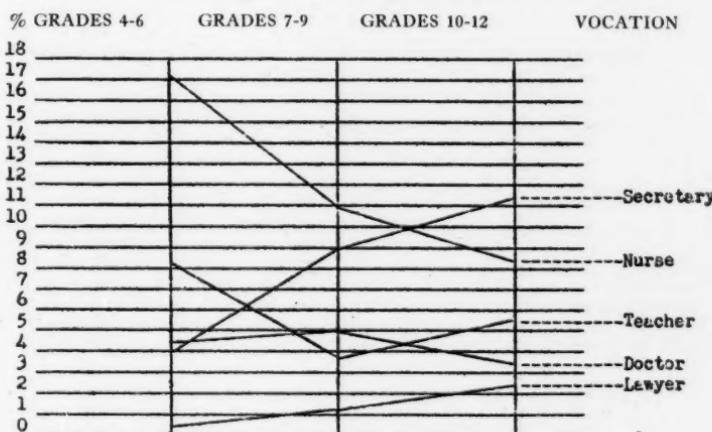
THE FOLLOW-UP

To secure additional information on the attitudes toward teaching as a vocation, the students indicating a desire to be teachers, nurses, secretaries, doctors, and lawyers were selected to receive a second questionnaire. Chart II shows graphically the per cent interested in each field selected and the variation of that interest in the grade groups.

The committee decided to use an essay type questionnaire instead of a check list as it hoped to secure the facts and prejudices most affecting the individual student's attitude toward teaching as a vocation. It was also decided not to include the students in grades 4, 5, and 6 at this time because of their immaturity for answering an essay type questionnaire.

Because of this special selection of those who were to receive this second questionnaire, it was necessary to schedule the individual students for a period when the questionnaire could be answered. The pupils' crowded schedules, a large pupil turnover, and some shifting to other vocational interests during the interval following the first survey (October 1945 to May 1946) resulted in the following number of questionnaires actually available for study: teachers 95, nurses 174, secretaries 240, doctors 84, lawyers 42.

One questionnaire was directed to those in grades 7 through 12 who indicated their desire to teach. This group included 18 boys and 29 girls

CHART II.—*Vocational Interest in Five Fields*

in junior high school and 14 boys and 34 girls in senior high school. Charts III through IX are tabulations of the information received from this group.

Another questionnaire was given to those wishing to be nurses, secretaries, doctors, and lawyers. Charts X through XVI indicate the results obtained from that questionnaire.

QUESTIONNAIRE TO THOSE WISHING TO TEACH

Question 1. When did you first decide that you wanted to be a teacher?

Of the 32 boys and 63 girls questioned only 27 boys and 58 girls definitely stated when they first decided to become teachers. Their replies are listed in the chart below:

CHART III.—*Time of Decision for Those Now Wishing to Teach*

	Boys	Girls	Total			
	Number	Percent	Number	Percent	Number	Percent
Grade 6 or before	5	18.5	39	67.2	44	51.8
Grade 7-9	21	77.8	14	24.1	35	41.2
Grades 10-12	1	3.7	5	8.6	6	7.1
Total	27	100.0	58	99.9	85	100.1

From these answers it was evident that the largest percentage (77.8) of boys who now want to teach decided to do so while in grade 7, 8, or 9. However, nearly that many (67.2 per cent) of the girls who wish to teach had decided to do so before leaving the sixth grade. Of those reached by this survey 93 per cent of those now in grades 7 through 12 who wish to teach decided to be teachers before entering the tenth grade.

Question 2. If you remember what made you decide to become a teacher, please write it down.

Some students gave more than one reason for their first decision. The most-mentioned reasons given by the 32 boys and 63 girls were:

CHART IV.—*Reasons for Choice of Teaching as a Vocation*

	Boys Number	Boys Percent	Girls Number	Girls Percent	Total Number	Total Percent
Encouragement of friends, relatives, or teachers	8	52.0	35	55.5	43	45.3
Interest in subject matter	24	75.0	10	15.8	34	35.8
Admiration for a teacher	3	9.4	15	23.8	18	18.9
Liking for school and children	1	3.1	12	19.0	13	13.7

The boys in this study seem to be attracted to teaching by their interest in subject matter. The girls, however, are interested because their friends, relatives, or teachers have urged them to become teachers and because of their admiration for some teacher they have known. These girls stated a greater interest in school work and children than in a special subject-matter field.

Question 3. At the present time what are your reasons for wanting to be a teacher?

Some pupils gave more than one reason. The following chart shows those mentioned most often by the 32 boys and 63 girls:

CHART V.—*Present Reasons for Wishing to Become a Teacher*

	Boys Number	Boys Percent	Girls Number	Girls Percent	Total Number	Total Percent
Liking for children or young people	14	43.8	29	46.0	43	45.3
Interest in subject matter	12	37.5	12	19.0	24	25.3
Desire to help children or young people	5	15.6	8	12.7	13	13.7

Although boys and girls stated quite different reasons for first deciding to be teachers (Chart IV), both groups gave their liking for children or young people as the outstanding reason for still wanting to be teachers. A desire to help children and young people was definitely stated by 13.7 per cent of the group.

Although not asked for, the following information was given by sixty-one (61) pupils:

CHART VI.—*Teaching Level Preference of Those Who Wish to Teach*

	Number	Per cent
Kindergarten through 6th grade	22	36.1
Grades 7 through 12	37	60.7
Special Education	1	1.6
College	1	1.6
Total	61	99.8

Thirty-five (35) of those who wished to teach in grades 7 through 12 indicated their subject-matter interests. Several indicated two fields of interest.

CHART VII.—*Subject-Matter Preference of Those Wishing to be Teachers on Secondary Level*

	Number	Per cent
Art	4	11.4
Coaching	28	80.0
English	4	11.4
French	1	2.8
History	1	2.8
Industrial Arts	1	2.8
Mathematics	5	14.3
Science	1	2.8
Speech	1	2.8

The fact that coaches receive higher salaries in Decatur probably had some influence on the large number who prefer to coach.

Question 4. Has anyone tried to discourage you from becoming a teacher? If so, why?

CHART VIII.—*Report on Discouragement from Friends, Relatives, or Teachers*

	Number	Per cent
Someone tried to discourage them	37	43.5
No one tried to discourage them	48	56.5
Total	85	100.0

The 37 who reported that friends, relatives or teachers had tried to discourage them mentioned the following reasons that had been presented to them:

CHART IX.—*Reasons Advanced to Discourage Those Interested in Becoming Teachers*

	Number	Per cent
Inadequate salary	25	67.6
Hard, trying work	8	21.6
Expense of schooling	4	10.8
Other reasons	19	51.3

Inadequate salary was by far the most-remembered reason which friends, relatives, or teachers had advanced to try to discourage these students from becoming teachers.

DATA FROM THOSE CHOOSING OTHER VOCATIONS

This different questionnaire was submitted to those 540 students who chose to be nurses, secretaries, doctors, or lawyers. The following is a report of the answers given:

Question 1a. Did you ever want to be a teacher?

CHART X.—*Number Choosing Other Vocations Who Once Wished to Teach*

	Number	Per cent
Nurses	69	39.7
Secretaries	77	32.1
Doctors	19	22.6
Lawyers	12	28.6
Total	177	32.8

Approximately one-third (32.8 per cent) of those now wanting to be nurses, secretaries, doctors, and lawyers had at some time wanted to be teachers.

Although it was not asked, 92 of these stated when they first wanted to be teachers.

CHART XI.—*Time of Decision to Be a Teacher Before Changing to Another Vocation*

	Number	Per cent
Sixth grade or before	76	82.6
Grades 7 through 9	14	15.2
Grades 10 through 12	2	2.2
Total	92	100.0

The 92 students indicated that 82.6 per cent of them had wanted to be teachers sometime before entering the seventh grade.

Question 1b. If you wanted to be a teacher, what caused you to want to be one?

Some students mentioned more than one reason. The most-mentioned ones were:

CHART XII.—*Reason Given for Wanting to Teach Before Changing to Other Vocations*

	Number	Per cent
Interest in educating children	65	53.3
Interest in work	24	19.7
Liking for subject matter	19	15.6
Admiration for a teacher	14	11.5

When those now wishing to become nurses, secretaries, doctors, and lawyers decided that they wished to be teachers, 53.3 per cent of them did so because of their interest in educating children.

Question 2. When did you change to another vocation?

A definite answer was given by 78 students.

CHART XIII.—*Time of Decision to Become Nurse, Secretary, Doctor, or Lawyer*

	Number	Per cent
Grade 6 or before	19	24.4
Grades 7, 8 or 9	47	60.3
Grades 10, 11 or 12	12	15.4
Total	78	100.1

This indicates the greatest shift from the choice of teaching to other vocations at the junior high school level. This was also indicated in Chart I which showed the per cent of those wishing to teach dropped from 8.2 in grades 4 through 6 to 3.6 in grades 7 through 9.

Question 3. If you at one time wanted to teach, why did you change to another vocation?

CHART XIV.—*Reason for Change to Other Vocation*

	Number	Per cent
Greater interest in another vocation	40	35.2
More adequate salary in another field	18	13.2
Result of study of other desirable vocations	15	13.2
Realization of the education requirements for teaching	12	10.5
Other reasons	29	25.4
Total	114	100.2

The other vocations held a greater interest for 35.2 per cent who gave no reason for this greater interest. Another 13.2 per cent attributed their decision to the study of other desirable vocations. That low salary in the teaching profession was a reason for making the change was definitely stated by 15.9 per cent.

Question 4. What advantages do you see in teaching as a profession?

CHART XV.—*Advantages in Teaching as Seen by Those Now Wishing to be Nurses, Secretaries, Doctors, and Lawyers*

	Number	Per cent
Have greater opportunity to keep one's knowledge up-to-date	132	24.4
Help others train	105	19.4
Have security	99	18.3
Get to know children and young people	77	14.3
Learn to get along with all types of people	75	13.9
Meet people	67	12.4

Of these students who do not want to teach, 24.4 per cent stated that the chief advantage they saw in teaching as a profession was a greater opportunity to keep one's knowledge up-to-date. Another 19.4 per cent thought that helping train others was an advantage and 18.3 per cent believed that the profession offered security.

Question 5. What disadvantages do you see in teaching as a profession?

CHART XVI.—*Disadvantages to Teaching as Seen by Those Who Wish to be Nurses, Secretaries, Doctors and Lawyers*

	Number	Per cent
Inadequate salary	222	41.1
Number of evening hours necessarily spent on school work	103	19.1
Pupils' rudeness to teachers	81	15.0
Hard, trying work	71	13.1

Inadequate salary and the number of evening hours necessarily spent on school work are the chief disadvantages seen by this group.

CONCLUSIONS

Ninety-three per cent of the pupils in the junior and senior high schools of Decatur, Illinois, who plan to enter the teaching profession made that decision before entering the tenth grade. Of these, 67.2 per cent of the girls decided before the seventh grade, but 77.8 per cent of the boys decided in the seventh, eighth or ninth grade.

Their decisions to teach were primarily the result of the encouragement of friends, relatives, and teachers, their interest in subject matter, and their admiration for some teacher. Their chief reason for a continued desire to teach is their liking for children and young people.

About one-half of these students report that friends, relatives, and teachers have tried to discourage them in their interest in teaching and the inadequate salaries in the teaching profession is the reason advanced most often.

Of those students now enrolled in the Decatur schools, grades 7-12 who plan to be nurses, secretaries, doctors, and lawyers, 32.8 per cent at one time planned to teach. Of these 82.6 per cent had made the decision to teach before entering the seventh grade and 60.3 per cent changed to their present vocational choice while enrolled in the seventh, eighth, or ninth grade.

The chief reason for their interest in teaching was their interest in educating children. Their reasons for changing to other vocations were their greater interest in these other vocations and the more adequate salaries in these other fields.

Although these students do not plan to teach, they see advantages in teaching as a profession. The chief advantages they see are the opportunity

which they believe teachers have to increase their knowledge and keep it up-to-date; the opportunity to help train others; and the security which they believe the profession provides.

They see inadequate salaries and evening hours spent on school work as the chief disadvantages.

In order to stimulate interest in teaching as a preliminary step to selective recruitment of teachers in this community the committee making this study believes:

1. That parents, friends, and teachers who are in a position to influence students should secure adequate information to make a fair presentation of the advantages and disadvantages of the teaching profession.
2. That elementary teachers as well as friends and relatives of elementary-age pupils need to encourage those with desirable qualifications to go into the teaching profession.
3. That there needs to be some plan for continuing the interest of these students while they are enrolled as pupils in junior and senior high schools.
4. That improved teaching conditions such as salary increases and lightened loads to reduce required evening work need to be sought and, when achieved, publicized so that more students will be attracted to the profession of teaching.



Sallie's old cook . . . had been replaced by Mary from Texas, as placid as a piece of her own deaf dough. Cooking was not only this one's occupation—it was her passion. Her idea of good reading was the cookbook, her idea of an afternoon off was to go through the food markets in Gallup. Her life was dated by recipes. "I learned to make Hollandaise sauce in October, 1927," she would remember dreamily, as though that were a pleasant and staying thing for one to have in one's background.—Alberta Hannum in SPIN A SILVER DOLLAR.

I'll Be a Teacher, Too

RUTH FITZGERALD

TEACHING can be fun, as well as real and earnest. Thousands of teachers have proof. Then, in the language of the crooner, "Why haven't I told you? Why haven't you told me?"

Miss Mattie was great! Miss Mattie was wonderful! The boys and girls of old Sunnyside Academy had no doubts about the matter. She taught thoroughly and well. She opened up the treasures hidden in books. Life was a great adventure. She stimulated; she advised; she curbed; she corrected; she praised. Her keen grey eyes were crinkled from smiling and her infectious laugh rang out loud and clear. Miss Mattie was sixty and frankly stout. But who cared? Miss Mattie had fun teaching school. Her life was rich and full with school, home, family, friends, books, church, and the great wide, wonderful world.

Miss Mattie went to Heaven forty years ago; but no former student of hers living today has the slightest doubt that for *her*, teaching was a good life.

IT TAKES ALL ONE'S POWERS

Testified another great teacher, "I love to teach as a strong man loves to run a race." To him teaching was a challenge. Any strong man or woman enjoys the use of all his powers toward the achievement of a keenly desired goal.

Betty, child from a broken home, was in the second grade. She was thin and cadaverous, timid and insecure, stubbornly resisting all efforts to induce her to take part. What a challenge!

The years passed swiftly (four, to be exact). Elizabeth, now round and dimpled, no longer the timid Betty, was president of the elementary school council. A visitor remarked, "I never saw children work out their own problems better. And the little chairman: What poise!"

Jake was a new pupil in the school, loud and bumptious, always stirring up trouble! A year later a visitor to the junior high school science class found an alive, interested group of young people. A bright-eyed, alert lad, who was called Jake, held the group's attention as he quietly and efficiently explained an intricate experiment. The principal remarked in an aside to the visitor, "I always watch with interest to see which renegade she will pick out to make a man of this year!"

A LOT OF FUN TO PERFECT MY SKILL

A dentist on being complimented on his fine denture work replied, "I've worked at this twenty years. It has been a lot of fun to develop and

perfect my skill." It is great fun for the teacher to develop and perfect her skill in human engineering.

A college sophomore said to her instructor, "I always feel that I can talk things over with you."

A senior wrote this note at the end of her final examination: "Dear Miss ——, You may not be pleased with my examination, but if you could only realize how far I have come in these four years, you would be well satisfied."

The Chinese poet, Wang Wei, said three thousand years ago:

"You ask me,
What is the supreme happiness here below?
It is listening to the song of a little girl
As she goes on down the road,
After having asked me the way."

Jane's mother was tying a lovely pink ribbon bow on the little girl's glossy black hair. "Do you suppose your teacher will notice your new pink outfit today?" she inquired. "Oh, yes," Jane replied, "Miss Land always knows what is nice." Her teacher was herself a social success, always wearing pretty bright colors to school, with her hair dressed in the latest fashion.

ALL PINK AND BLUE

Miss Julia Farrior, the pretty music teacher, had a new Easter bonnet, all dainty pink and blue. The children saw her at church. Mr. Frank walked home with her. For weeks all the little girls made doll hats, rummaging in mother's scrap bag for dainty pinks and blues. They took turns in playing teacher, tossing their heads and laughing "like Miss Julia." One of the mothers had been heard to remark that the teacher's voice was as sweet as silver bells.

Elizabeth Marshall, writing in the May issue, 1945, of the *Elementary English Review*, must have had in mind a teacher like "Miss Julia," when she wrote:

"When I grow up
As big as you
There's just one thing
I want to do.

I want to get
A hat of blue
And wear it like
The teachers do.

Then I will be
A teacher too
When I grow up
As big as you."



JESSIE M. GRAY

Alpha Chapter, Philadelphia, Pa. Former president of the National Education Association, indefatigable worker for adequate Teacher Retirement Laws.

She Sticks to Teaching

Loula Grace Erdman—Teacher Extraordinary

DORINDA BOND



LOULA GRACE ERDMAN

BOASTING the honor of having Loula Grace Erdman, winner of the \$10,000 Dodd-Mead Redbook biennial novel award, Pi Chapter at Amarillo plans to give its currently outstanding member public recognition within the near future. Miss Erdman's most recent book, *The Years of the Locust*, will appear first in the May issue of *Redbook* magazine in an abridged edition and will go on the book shelves by fall in a complete edition.

Though she had written previously two books in the career field for teachers, the first being *Separate Star* and the second *Fair is the Morning*, *The Years of the Locust* is Miss Erdman's first attempt in the novel field. Her two teaching career books have received wide acclaim throughout the country from educators and librarians with *Fair is the Morning* being praised by Mrs. Eleanor Roosevelt in her column.

Though as a result of winning recognition as one of the outstanding literary figures of the U. S. today, Miss Erdman has received a flood of requests from magazines for stories and articles and for her presence on speaking engagements, she staunchly adheres to a determination to continue in the teaching profession. She is now a member of the Department of English at West Texas State Teachers College. *The Reader's Digest* already has contracted for an article by Miss Erdman on "I'll Stick to Teaching" in which she expresses her philosophy of the teacher's place.

Schools of the Texas Panhandle and Eastern New Mexico and neighboring chapters of Delta Kappa Gamma have availed themselves of the privilege of using Miss Erdman's vivid personality and charming platform style in furthering enlistment for teaching. Her loyalty to her profession and her persuasive way have been an asset in the current recruitment campaign for young people to enter the teaching profession.



MARGARET CULKIN BANNING

Novelist and Short Writer; Honorary Member of the Minnesota
Organization, Duluth, Minnesota.

Full, Pressed Down, Running Over

What Happened to the Educator's Award?

MILDRED LOTHHAMMER

DOROTHY CANFIELD FISHER has received the first Educators' Award of the Delta Kappa Gamma Society for her book "Our Young Folks." This is not news now. But it is news to know how the thousand dollar award was used.

I know personally, as well as intellectually, how eminently right the National Society is in giving this award to Mrs. Fisher. Five weeks on the Dorothy C. and John R. Fisher farm in Arlington, Vermont, will open the eyes of anyone to a new pattern of good-will, pressed down and running over variety.

Both Mr. and Mrs. Fisher live for others. They are at it incessantly. They find need in the far corners of the earth. They find need at their door. Indeed, they have the finest noses for need it has been my privilege to observe. Their farm is stocked with people who have been helped and all Vermont would arise to call them blessed. This is not a figure of speech. It calls for no tremolo stop. It is blunt, New England fact.

The Fishers had two children—both married. Sally, the older, has four children. Jimmy became a doctor and joined the forces in the Philippines. As Captain James R. Fisher he went with a party assigned to the job of rescuing some of our boys held as prisoners of war. It was during this mission that he was killed. Before Jimmy died, however, a young Filipino doctor risked his life to save the American doctor.

The death of Jimmy Fisher was a tragedy for all who knew him, but for his mother and father it was abysmal tragedy.

However, in memory of Jimmy, Dorothy C. and John R. Fisher ransack their souls for creative things to do to bless others. Among such items is their labor of a year or more to "wangle" with government red-tape in order to bring the Filipino doctor to America (at their expense) and his young Filipino wife, also a doctor. It was the intention of the Fishers to send both the Doctors Layug to Harvard Medical School for a year of graduate study.

This has been accomplished. Mrs. Fisher wrote, apropos of the Award from Delta Kappa Gamma—"This is providential. The tuition for the Layugs is exactly a thousand dollars." And in a later letter she reports that the experiment is turning out amazingly well. The Layugs spent Christmas at the Fisher farm.

So the Delta Kappa Gamma Award carries on—educationally and spiritually!

The Legislative Picture

What Is Before Us?

VIRGINIA KINNAIRD

I WALKED down the street today from the Capitol of the State of Indiana. I had left there one hundred and fifty legislators plus many more commonly known as "the third house" heatedly mulling over bills which might become laws for Hoosier citizens. It seemed impossible to think that the hundreds of people I met in the street were going about their business with unconcern for the scene I had just left. If I had asked numbers of them if they knew what was going on up at the State House, far too many would have said, "Who? Me? No, what?" So much do we take our democracy for granted.

Of course, I know that none of these uninformed ones were Delta Kappa Gamma members. I am sure that the readers of this article are well informed regarding legislation now pending in their own state legislature, and are well aware of the fact that the 80th Congress is now in session.

With the hope that you may be interested in what is being considered in other states I should like to summarize some of the educational legislation which is being offered in various states under the sponsorship of the educational organizations. Because it is not so easy to find out what legislation is pending in Congress affecting education I will give some information which may prove helpful as the session progresses.

It is difficult to find in most newspapers very much information on legislative measures in Congress concerned with education. Veterans' bills, tax bills, labor bills usually make the front page, but rarely school measures. This is not because educational bills are not introduced, and occasionally passed. In the last session of Congress some 200 bills affecting education were thrown into the hopper.

Within one month of the convening of this 80th Congress more than thirty bills have been introduced which directly affect education. Since congressional legislation is dealing with education to such an extent it behooves us all to know what is going on in Washington so that we may be able to discuss these measures with our Congressmen as well as state legislation with our state representatives.

THE ORGANIZATION OF THE NEW CONGRESS

The 80th Congress convened January 3 and organized with Senator Arthur H. Vandenburg (Mich.) and Congressman Joseph W. Martin, Jr.

(Mass.) presiding respectively over the Senate and House. Senator Wallace W. White, Jr. (Me.) and Congressman Charles A. Halleck (Ind.) will serve as Republican floor leaders in the corresponding houses. Senator Alben Barkley (Ky.) and Congressman Sam Rayburn (Tex.) were named floor leaders for the minority party. Senator Robert A. Taft (O.) will serve as chairman of the important Senate Republican policy committee.

Organization of the Congress followed the pattern laid out in the re-organization act of the 79th Congress. Senate standing committees were reduced from 33 to 15, House standing committees from 48 to 19. Chairmen of the 15 Senate committees come from 13 different states; chairmen of the 19 House standing committees from 9 states, with five from Michigan and four from New Jersey.

Labor bills will have top priority in both Senate and House. The budget, tax reduction, merger of the armed services, foreign relations are among the major issues to be handled in the 80th Congress.

School bills in the Senate will be referred to the Labor and Public Welfare Committee, in the House to the Education and Labor Committee. Each of these committees is a "little" congress in which school bills must be "passed" before the Senate or House takes action. For this reason the personnel of these two committees are of unusual importance to education.

THE MEN WHO PASS ON EDUCATION BILLS

Personnel of the Senate Committee on Labor and Public Welfare include: Republicans—Senator Robert A. Taft (O.) chairman; Senators George D. Aiken (Vt.), Joseph H. Ball (Minn.), H. Alexander Smith (N. J.), Wayne Morse (Ore.), Forrest C. Donnell (Mo.), William E. Jenner (Ind.), Irving H. Ives (N. Y.); Democrats—Elbert D. Thomas (U.), James E. Murray (Mont.), Claude Pepper (Fla.), Allen J. Ellender (La.), and Lister Hill (Ala.).

Personnel of the House Education and Labor Committee include: Republicans—Congressman Fred A. Hartley (N. J.), chairman; Congressmen Gerald W. Landis (Ind.), Clare E. Hoffman (Mich.), Edward O. McCowen (O.), Max Schwabe (Mo.), Samuel K. McConnel, Jr. (Pa.), Ralph W. Gwinn (N. Y.), Ellsworth B. Buck (N. Y.), Walter E. Brehm (O.), Wint Smith (Kan.), Richard N. Nixon (Cal.), Charles J. Kirsten (Wis.), George MacKinnon (Minn.), Thomas L. Owens (Ill.), and Carroll D. Kearnes (Pa.); Democrats—John Lesinski (Mich.), Graham A. Barden (N. C.), Augustine B. Kelley (Pa.), O. C. Fisher (Tex.), Adam C. Powell, Jr. (N. Y.), John S. Wood (Ga.), Ray J. Madden (Ind.), Arthur G. Klein (N. Y.), John F. Kennedy (Mass.), and Wingate Lucas (Tex.).

I should like to have written some women's names among this membership on education committees but truthful reporting prevented.

It is important, if you are taking any interest in helping to get good

legislation passed or prevent harmful legislation to educational interests from being passed, to know the men on these committees. If any of them are from your state you will want to write to them when bills are in committee. Let us be alive to the opportunity we have.

THE PRESIDENT'S ATTITUDE

In his annual budget message to Congress, the President said, "Our generous provision for education under the Veterans' program should not obscure the fact that the federal government has large responsibilities for the general improvement of educational opportunities throughout the country. Although the expenditure estimates for the coming fiscal year are limited to present programs, I have long been on record for basic legislation under which the federal government will supplement the resources of the states to assist them to equalize educational opportunities and achieve satisfactory educational standards. For present programs the President recommended for the U. S. Office of Education for 1948 a total of \$18,541,700, a reduction of \$921,853 over 1947 estimates. A total of \$20,439,000 is estimated for the Office of Vocational Rehabilitation, an increase of \$5,061,-845 over the corresponding 1947 estimate.

The President further stated in his message, "Improvements in social security, education, housing are seriously needed. . . . I recommend that the Congress lay the legislative groundwork for the needed improvements." With this background, it is to be noted that through January 24, 1947, five federal aid bills for elementary and secondary schools have been introduced in Congress—two in the House and three in the Senate. Additional bills are expected, notably a measure which will be bi-partisan, sponsored by Senators Taft (O.), Thomas (U.), Hill (Ala.), and perhaps others. In principle this bill will follow closely the S. 181, introduced in the 79th Congress, and which was favorably reported by the Senate Committee on Education and Labor last summer. The introduction of this bill because of the powerful support inherent in its authorship should assume great importance when it is introduced. It is expected that it will be introduced at an early date.

THE OUTLOOK FOR FEDERAL AID

That the crisis in public education is getting more attention than at any time in the past is evident in the fact that thus far five federal aid bills have been introduced. HR. 140 calls for \$300,000,000 annually, for public elementary and secondary schools. It employs the formula of S.181 of the last Congress. HR. 156 is former S. 181, with the major exception that it authorizes federal aid for public and private, non-profit, tax-exempt schools. S.181 proposes \$15 per pupil in average daily attendance from federal funds

to aid states in improving salaries of public school teachers. S. 170 proposes \$600,000,000 annually for the same purpose. S. 199 calls for equalization aid reaching \$1,200,000,000 in 1952 for public elementary and secondary schools, prohibits federal control except in the field of school administration, and authorizes payment from federal funds of 60 per cent of the actual expense incurred by non-public tax-exempt schools of secondary grade or less for transportation, health examinations and related services, "and [for] purchase of non-religious instructional supplies and equipment including books."

EXEMPTION OF RETIREMENT PAY FROM FEDERAL INCOME TAX

Also expected soon is a bill exempting retirement pay for public employees up to \$1,440 from Federal income taxes. This is very important to us as teachers who largely depend upon rather small retirement funds for our income after our days of teaching service are over.

The NEA has an alert Legislative-Federal Relations Division that keeps careful watch on educational measures pending in Congress. Each week this division issues a bulletin called "Legislative News Flash." Perhaps the legislative chairman in your chapter could be put on this mailing list to keep your chapter informed and to respond to requests for assistance when Dr. R. B. Marston, Director of the Division, calls for it.

THE EFFECTS OF OUR SHORTSIGHTEDNESS

"My child had nine teachers last year. He made no progress at all." This statement made by one father whose child had been plagued by a succession of temporary teachers in his classroom might be echoed by countless others throughout the nation.

Yet the children now in our schools are going to need the best possible education to meet the problems of the day. This wealthy country of ours is amply able to support good schools. Our national income rose 400 per cent from 1932 to 1944 while expenditures for public education rose only 12 per cent. We are spending 11 billion a year on our peacetime military machine, but only three billion on the education of the nation's children.

The American people went all out to teach our boys to kill. Is it any less important that we teach them how to work and live together peacefully?

As a result of the enormous endeavors of courageous untiring educational leaders to make citizens, taxpayers, and legislators understand the necessity of maintaining and obtaining good teachers, most of the states are considering legislation providing for large increases in state minimum salary laws and increased state support. These increases seem large because the amount from which they started was so unfortunately low.

HOW MINIMUM SALARY BILLS ARE FARING

Following the lead of the NEA delegate assembly last summer in its statement of \$2,400 minimum salary for four-year trained teachers, many state education associations stepped out with a legislative program providing for that amount. California teachers made a terrific campaign before the elections in November and won by a three to one vote on a referendum on a constitutional amendment establishing a \$2,400 minimum salary.

The state legislatures of Arizona, Florida, Illinois, Indiana, Montana, New York, Oregon, Pennsylvania, Virginia, and Washington will be urged to pass a minimum salary bill of \$2,400. (There may be others, but at the time of writing this article these were the ones of which I found accounts.) New Jersey is asking for \$2,500, while Maryland's minimum is \$2,200, Iowa's \$2,000, and West Virginia's \$1,800.

A WIDE VARIATION IN STATE SUPPORT

There is a wide variation in the extent to which state governments are contributing to the support of public schools. This varies from practically no support to a major share. In most states greater contributions must be forthcoming from state sources if the educational crisis is to be met.

A few examples of these variations are evident in the proposed legislation of the following states. The California referendum also provided for state distribution amounting to \$120 per child, which would be approximately \$3,600 per classroom unit. This would mean an increase in distribution of \$50 million dollars. (These California teachers really convinced the citizens with their efforts.)

Michigan, by a referendum, will require the state to increase its support to schools from approximately \$57 to \$110 per child. This means increasing state support from 20 to 30 per cent of the local school costs.

Utah's referendum will provide \$3,000 per classroom unit. The Oregon legislature as a result of a referendum will have to provide \$50 per child for all school children between four and twenty years of age. Oklahoma will increase the state support from \$40 to \$42. Arizona's proposed legislation would provide \$115 per pupil, including kindergarten and junior college.

Other issues which are found in the legislative proposals also show wide variety in past accomplishment in school legislation. Some of these are:

1. Increase in length of school term
2. Increase in compulsory school age
3. Increase in tax limit in local school levies
4. State support for kindergartens
5. Minimum salary laws (only twenty-six states have such laws)
6. Reduction in size of classes

7. Improvements in state boards of education and the office of state superintendent.

8. Reassessments of property values to equalize assessments.

Getting legislation passed is a difficult task. It takes courage, untiring energy, nerve, good judgment, and faith on the part of those working at it. Legislatures are responsive to the will of the people. If they understand that the people sincerely want and need school legislation they will provide it. But there are groups of citizens that are hard to convince. Each teacher has a share in this effort of convincing. Good teachers, professionally proud, determined to improve existing situations are sound arguments in the convincing process. As never before we have gained the interest of the public in our schools. We must maintain it.



It is not irreverent to compare the ritual of education to the ritual of the mass. The thing itself, whether religious or intellectual, is unseen and wayward. The spirit moves when and where it lists. Both the patterns of education and those of religion are the snares deliberately set by man in the hope that during the laborious performance of this ritual the spirit will be induced to come and dwell for a moment. So the morning session of school with its dominating sequence of events going forward against its peculiar, ordered background, had evoked for a moment that magical human experience of reading and writing. By that one moment the whole stiff routine was justified.—Esther Cloudman Dunn in PURSUIT OF UNDERSTANDING.



DR. M. MADILENE NEVERKA

Former National officer, veteran curriculum authority, cosmopolitan, humanitarian, and pioneer in California organization.



THE PRESIDENT'S PAGE

CATHERINE NUTTERVILLE

The need for teachers to be useful participating members in community affairs is becoming more and more important in the minds of both the teachers and their patrons. The community recognizes the need for the specialization of the teachers, but no human being can function completely as a specialist. However important it may be to provide the best mathematics instruction to high school students, the teacher is first of all a person before she is a mathematician, and the degree to which she vitalizes and humanizes her offerings in mathematics determines her influence on the lives of her students. Her vitality and humanity—her philosophy as a teacher, not as a mathematician—enriches, enhances, develops, stimulates, not only the mathematicians in her classes, but each student who comes under her influence.

Teachers say, "We are able to meet the problems of our classrooms. We enjoy our teaching and we know we *are* teaching. The trouble is that we become so involved in the work of the classroom that we forget that the world outside is our world also. How can we make ourselves a part of that world? We do not know its techniques. We do not know our role as citizens. How can we learn? Where do we begin?"

In the January 6, 1947 number of *Time*, on page 58, under "Education," Miss Alice Elliot, an exchange teacher from London, England, is quoted extensively. Her criticism of the American school includes comments upon the American child's "rudeness" and "lack of control." She says that he "does not know how to study," "that he thinks of grades—not of education." Miss Elliot does not like our "loudspeaker" systems. She does not like our "forms to be filled out." She tells us that "playing hookey" is unheard of in England, that English teachers "trust" the children. She charges that American teachers "never meet."

The first time I read this I thought that I would like to have the "honest impressions" of the Pueblo teacher now teaching in England. I would like to balance them against Miss Elliot's. I thought that it was possible that the reporter failed to appreciate Miss Elliot's English humor, and I suspected some of her "impressions" were intended to be humorous. I suspected also that Miss Elliot had no notion that what seemed to be an occasion when she

might talk over a local situation with a local group would be considered matter for the leading "Education" article in one of the best circulated news journals in the world.

In other words, I suspected that Miss Elliot was in the position of the teachers in Delta Kappa Gamma who said, "We don't know the techniques of participating fruitfully in shaping community thought." The difference in these positions, however, lay in the fact that the American teachers knew that their techniques of participation were inadequate.

Some conclusions may be drawn from the article:

First, a teacher who has not had time to learn either the good or the bad of the American school system has given her "impressions" and, on the basis of those "impressions," has judged the system in which she is a guest-worker as a "dictatorship."

Second, the prominence given these "impressions" makes them overshadow facts that all Americans know. We know that, whatever its faults, American education gave the basic training to the boys and girls who comprised the greatest army the world has ever known. We know that rudeness, bad manners, hoodlumism were not—and are not—a part of the curriculum. We know that, in spite of a tremendous overload because the war took such serious toll both in trained personnel and recruits, the schools of America were maintained, unquestionably in a seriously overtaxed condition—but still maintained. We know that no group in the whole country suffered economically more than teachers.

Third, the idea of "exchanging" teachers was not that the teachers from one country should judge the school systems of the other by "impressions," but that they each "would learn to understand the other." It is difficult to believe that Miss Elliot had no good word for the Centennial High School.

Fourth, it is difficult likewise to believe that the only reaction to Miss Elliot's "impressions" in "Letters" (*Time*: January 27, 1947) came from those who were willing to accept her "impressions" as a valid measurement of American education. Emily Linden Porter is both reverent and profane in her letter. *Time* is consistent with its excellent journalistic style in choosing from Mr. Sullivan's letter the caption, "Dictatorship of Mediocrity."

This is in no sense intended to be a defense of what teachers know to be bad in our educational system. They could give Miss Elliot facts—not "impressions"—that would surprise her.

It is, however, a plea to the members of Delta Kappa Gamma to learn how to "participate in the affairs of the community." Letters to *Time* might be a most stimulating beginning for a member or a chapter. They would also have the value of counteracting the vicious attacks on American education reflected in the letters captioned "Dictatorship of Mediocrity." Letters to Miss Elliot from Delta Kappa Gamma members might give her the contacts she needs, for she says, "Back home . . . we have some social contacts." They

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The Delta Kappa Gamma Bulletin

33

might also give her another and different "impression" of American education.

Participation in any area is action indicated by need. Surely no teachers are in a better position to act in the interpretation—not necessarily the defense—of American education than are the members of Delta Kappa Gamma. They represent every phase of the educational services that are offered to Americans from kindergarten through graduate school, public and private.

Let action of this nature be one (but one of many) of the methods by which Delta Kappa Gamma members make themselves proficient in community participation.



There is a little church at San Ildefonso . . . which is a fine example of tolerance on both sides. Just before the winter Buffalo Dance . . . a service is held there in the dawn. It is a very impressive service, with the old church lighted only by candles stuck in tin holders on the thick mud walls, and the priest in his ornate robes chanting in Latin while a wildly colorful Indian congregation kneels on the packed earth floor. Then every few minutes two men at the back of the church shoot off rifles. The idea is to keep the evil spirits away . . . The congregation never seems to notice, and the priest drones on without looking up. But the uninitiated come out from church completely unnerved.—Alberta Hannum in SPIN A SILVER DOLLAR.



DR. FLORA M. GILLENTINE

Former National First Vice President, pioneer worker in organization of Delta Kappa Gamma in Arkansas. Mrs. Gillentine died last year.

From the National Committee Chairmen: Their Suggestions and Advice

COMMITTEE ON THE CONSTITUTION

ELLA M. HANAWATT

The National Committee on the Constitution greatly appreciates the inquiries and comments which have been coming from state and chapter officers during this autumn and winter. In the revision of 1946 the committee realized that not every possible contingency could be anticipated and provided for. Your letters are now pointing up for us those sections which are not wholly adequate, those which lend themselves to ambiguous interpretations, and those which impose undue hardship upon chapters and members in special circumstances. We welcome these letters. The work of revising our Constitution last year was a great cooperative effort; suggestions reached your committee from almost literally every nook and corner in the United States. Now, on the basis of experience in operating under the revised form, we want in 1947 to locate and remove whatever "bugs" may still be found in the document. We need your cooperation, as before. Let us know what works particularly well, and what presents difficulties, either in interpretation or in practice. We should like, if possible, to have the benefit of your suggestions by May first. With your continued assistance we shall endeavor to offer you at the 1947 National Convention as nearly perfected an instrument as we can produce. Then we shall welcome dissolution of the committee, content that in your hands the Constitution will make a continuing positive contribution to the efficiency of operation and to the serviceableness of Delta Kappa Gamma.

THE EDUCATIONAL ROSTER

MARGARET ROWE

In the very near future the state presidents will receive rules and regulations for the selection of names for the Educational Roster. May I take this opportunity to ask each state president to appoint a chairman and committee who will function in choosing outstanding women capable of accomplishing particularly fine work. Nominations are not limited to Delta Kappa Gamma members and should include the elementary field especially. If

this committee is appointed in each state, the material from the national committee can be quickly forwarded by the state president to her state chairman and the work get under way without delay.

MUSIC IN DELTA KAPPA GAMMA

BESSIE M. STANCHFIELD

It has been a genuine pleasure to hear from so many of you. These cards and letters from you eager people build my morale for the work at hand. Ours is a big job. Do you realize it is that of keeping our chapters happy? We know how singing helps, and it is our endeavor this year to "keep our chapters singing." In addition to using the charming songs in Songbook Number 3, we feel that one of the best ways to do this is to promote the singing of United States folk songs as well as our own Delta Kappa Gamma songs. This allows much freedom for the local committee in choosing songs that your members will find enjoyable. I should be very much pleased to receive a song list of your favorite United States folk songs with a bibliography to their sources from the state and local committee members who would be willing to do this work. We may be able to combine these lists. The main thing that we all need to do is "get our chapters singing." I shall be interested in hearing of your progress from time to time. Let us get in the habit of using penny post cards and sending word often! If you have any other good ideas, please let me hear about them.

NOMINATIONS AHEAD

EUNAH HOLDEN

In planning for the official family of 1948-50, it might be well to insure the selection of good personnel and the distribution of honors (1) by considering which states have furnished national officers and chairmen, and (2) by determining the outstanding state officers who might be selected as national leaders.

Accordingly, all state chairmen on nominations will be expected to supply the national chairman with (1) a list of members who have held or at present hold national offices, and (2) an additional list of members who have done exceptionally good work as state or chapter officers.

CALLING ALL DELTA KAPPA GAMMAS

HELEN MARSHALL

A stranger driving through the town of Washington, Illinois, on a bright spring Sunday some twenty years ago might have remarked at the unusually large crowds of people on the streets and the number of cars on the high-

ways. The small boy, waiting for the traffic light, his face shining from a liberal use of soap and water without a light from within, would have quickly explained. "Oh, this is Miss Mary's Day!"

"And who is Miss Mary? It would never have occurred to him that there would be anyone in town that day who did not know about Miss Mary. Miss Mary was Washington's first grade teacher. She had taught the first grade for fifty years and today, by the mayor's proclamation, was Miss Mary's Day.

The town was celebrating its one hundredth anniversary, and it was sharing the honors with one of its best loved citizens. In half a century Mary Italini had been first grade teacher to twenty-five hundred boys and girls, more than the town's entire population.

Mary Italini was only sixteen and just graduated from Washington High School in its first class when she began her work as a first grade teacher in 1876. It was not until sixty-two years later that she retired to her beloved garden, her church, her friends, and her books. She still taught a Sunday School class. Had she remained in the public school two years longer, she would have been teaching the great-grandchildren of her first pupils.

Each spring Miss Mary looked forward to the special Sunday that her former pupils had chosen to make their pilgrimage home, to greet their old teacher, to reminisce, and perhaps to press a kiss upon her lovely face as they were sometimes wont to do when they were first graders. Bob Ripley in *Believe It or Not* once declared Miss Mary to be the most kissed woman in all the world.

Washington, Illinois, did not wait until Miss Mary had passed on, to honor her. While she still lived a large urn for potted plants, with a plaque praising her services, was set up in the public square to bear witness before present and future generations to the love and veneration in which this teacher was held. Several thousand persons, many of them Miss Mary's own first graders, journeyed many miles to attend the parade and the pageant dramatizing her career.

Louise Harte, second grade teacher, and onetime pupil of Miss Mary, later wrote with genuine affection, "For sixty years Miss Mary and her ministrations were an inseparable part of the childhood experience of the people of Washington, eagerly anticipated, joyously participated. Under her wise and loving guidance, we learned to adjust ourselves to this larger group, the first encountered outside the home. Kindness and courtesy were instilled more by example than by precept. The three R's were thoroughly taught, and added to this, our lives were enriched by the knowledge given of God's out-of-doors, and the love for it engendered. To those of us who were teachers with difficult problems, or who stood at the threshold of that profession ready to venture forth, but somehow puzzled as to procedure, she gave

generously of her time and the treasures of her store of experience."

Two letters, a note-card telling of an interview with a former pupil, and three clippings, one from the Bloomington *Daily Pantagraph* and two from the weekly Washington *Reporter*, are the extent of the Delta Kappa Gamma files on Mary Italin. From the obituary clipping one learns that Miss Mary's parents were Swiss and that her father, Conrad Italin, was a cobbler who migrated to Peoria on the eve of the Civil War. Another clipping bears a picture of Miss Mary in her garden, and describes the memorial service held in the school gymnasium when she passed on in 1939, and tells of the portrait that was unveiled, later to be hung in the building where she taught so many years.

Miss Mary's story, like so many that have come to the National Committee's archives, is fragmentary; but the evidence, despite its brevity, is convincing. Miss Mary must have been a power in her community. What prestige she gave to the profession! A home-coming in her honor each spring. One wonders how she did it. What were the secrets of her success? What were the things she did to smooth the pathways of her young pupils, to inspire them with a desire for learning, to give them a sense of fair play, responsibility, and citizenship?

Did no one preserve a copy of the script of the pageant of her life and work that was the high light of Washington's Centennial? How did the town grow and with what did it concern itself while Miss Mary was teaching three generations of first graders? It must have changed considerably. The record states that Miss Mary taught in three successive buildings. Were there any foreigners, German, Irish, Scandinavian, or other Swiss, among the families who moved to Washington and sent their children to the public schools?

Did Miss Mary have any professional training beyond high school? Did she ever go to summer school? Did she attend "institute"? Was she active in the Teachers Reading Circle? To what professional organizations did she belong? Did she ever travel? Did she attend the Chicago Fair in 1893 or the St. Louis Exposition in 1904?

Whatever became of those hundreds of letters written by her former pupils? Surely she kept a few. Were they destroyed after her death? Who were some of the boys and girls to whose records Miss Mary afterward pointed with pride? Of course, there was Mayor Dave McCluggage of Peoria, who spoke at the memorial service. The *Reporter* carried brief excerpts from his speech the next week. But what of the others who spoke that afternoon in the gymnasium, Washington's own mayor, George Rinkenberger; Reverend Powell, who represented the churches, and the parents, the teachers, and the pupils who paid tribute to the memory of Mary Italin? Are their words lost or forgotten?

Truly Miss Mary's story is unfinished business. Something should be

done about it, and done before the possibility of recapturing the details is lost forever. Perhaps this sketch will inspire someone to check the aging files of the Washington *Reporter* for references to education and to Miss Mary, and to piece together her story and that of the town that grew along with her. An article in a current issue of the *Reporter* might bring rich response and letters pouring in with memories and anecdotes of Miss Mary's teaching days. Before enthusiasm wanes a gifted member of Delta Kappa Gamma will weigh and sift details, and perpetuate Miss Mary's story in finest prose. Beyond the footnotes and the carefully annotated bibliography, there will be sparkle and beauty, humor and understanding. Then it will be easy to see why Mary Italin inspired so many of her own pupils to be teachers.

* * *

Somewhere in the experience of every member of Delta Kappa Gamma is the acquaintance or knowledge of great women teachers, trail-blazers in education, whose stories have not yet reached the National Committee. It is hoped that this evaluation of the file on Mary Italin will suggest some of the elements vital in historical research and biographical writing as well as techniques for obtaining data.

Education faces a crisis! Magazines and the public press are taking up the cause, but the greatest impulse must come from the profession itself. In a recent letter, William D. Bouthwell, assistant to the publisher of *Scholastic* magazines, wrote, "At this point, teaching needs prestige almost as much as it needs money." In the matter of building prestige the Delta Kappa Gamma research project on pioneer women teachers has tremendous possibilities. The National Committee is desirous of publishing a volume of inspiring biographical essays, but it can go no further until more material is submitted by state and local organizations. Like Miss Mary's story, too many studies are still unfinished business.

What is your chapter doing? How are you helping?

THE STATUS OF RESEARCH

CLARA L. ROBINSON

The function of education as an essential factor in the American way of life has long been taken for granted, but, like so many other variables in an expanding social organization, that very acceptance has given rise to problems which impair the processes incident to the most efficient operation of the function. To some of these problems it seems wise to devote time, skill, and funds to the end that facts concerning the rise and development of some of the crucial situations may be available to those who desire to study whatever obstructions to progress may be revealed.

The National Committee on Research has been asked to make a study

of the status of women in educational work. The members of the committee have been giving time and thought to this, each one from her own point of view. A full meeting of the committee was held in Chicago Feb. 22 to develop techniques and to draft the necessary questionnaires which will be sent to each State Chairman of Research for distribution and collection.

Letters have been sent to each State President and each State Chairman of Research to prepare them for their part in the project. Communications received from many of these loyal members of Delta Kappa Gamma assure us of their prompt and willing cooperation in the project. This phase of the study is of primary importance, since the value of the completed work will depend largely upon the integrity and devotion of our own members.

The interpretation of the assembled data will be a long and difficult task, but our Society is not afraid of difficulties, and the members of our large organization are dedicated to service in and for Delta Kappa Gamma. We accept the challenge. We will do the best piece of work possible for busy women to do to gather the facts to show what is now the status of women in educational work in our country.

WHAT OF SCHOLARSHIPS?

EMMA REINHARDT

The Committee on Scholarships is endeavoring to develop plans to increase the effectiveness of the work of local, state, and national committees on scholarships. It seeks to clarify the rules for granting scholarships, and to encourage competent persons to apply for them.

At present the committee is following the rules which were published in the November *Bulletin*, 1939.

1. The scholarship is open to women seeking the Doctoral degree, or doing post-doctoral work that will definitely contribute to education.
2. Each applicant must have a previous undergraduate average of (at least) B.
3. The scholarship holder shall hold no remunerative position during the year she holds the scholarship.
4. The personality and vitality of the applicant are to be considered.
5. The applications are to be in the hands of the committee before March first of each year.
6. Past professional services and potentialities for future services are to be considered.
7. Each applicant must submit a program of her work to the committee at the time of making application.
8. Each recipient shall file a report of the progress of her work with the scholarship committee at the end of the first semester.

For effective administration the foregoing regulations should probably be expanded. For example, questions such as these may arise:

1. Should preference be given to applicants who are not over thirty-five, or possibly forty, years of age?
2. Should preference be given to applicants who have completed their Master's degrees?
3. Should preference be given to applicants who are probably within one year of the completion of their doctoral work?
4. If a recipient of a scholarship does not complete her doctoral work during the year when she receives the award, may she apply for a scholarship the following year?
5. May a recipient of the scholarship accept another scholarship from a different source during the year that she holds the Delta Kappa Gamma scholarship?
6. Should at least one of the scholarships be designated as a research scholarship with the understanding that publication of the recipient's study, after being approved by the National Committee on Scholarships, would be at least in part sponsored by the Society?
7. If, in any year, applications are not received from Delta Kappa Gamma members who give promise of real success in graduate work, should we withhold the award for that year?
8. Should we consider using our scholarships for future teachers who need financial assistance in completing their undergraduate work?
9. How can we encourage able members to apply for our scholarships?

The committee welcomes your suggestions. In order to receive adequate consideration, they should reach me within a month after the publication of this issue of the *Bulletin*.

SELECTIVE RECRUITMENT OF TEACHERS

DOROTHEA MEAGHER

"What can we do?" say chapter chairmen, "What can we do?" repeat state chairmen, "What can we do?" echo the members of the National Committee on the Selective Recruitment of Teachers so that we may contribute our time and talents to this general problem in the very best way. And many answers, encouraging answers, inspiring answers, have been given by the members, some of which will be repeated here.

Since the matter of recruitment is, in the last analysis, an individual and personal affair, the greatest opportunity lies within the scope of each individual member's activities; and, since it is a local affair, the methods necessarily must vary with each locality. So the problem of recruitment, which is challenging the best thinking of professional and lay leaders alike, has been attacked in a tangible way by members of Delta Kappa Gamma.

Would you like to know what some chapters are doing?

Beta Chapter of Virginia sent a note to each member asking for the benefit of the best thinking in these questions: (1) What would you say to a young person whom you believed to be good teacher material to encourage her (him) to pursue the profession of teaching? (2) Name, from your point of view, the compensations in the teaching field. (3) What, in your work as a teacher, has brought you the most joy? (4) Name one or more books in the teaching field that, in your opinion, will be calculated to "fire" the young person toward service through teaching. Charlotte Stoakley was chairman of the committee, and it would be interesting to know what replies she received to these questions.

Her question concerning books for high school students was partly answered by Miss Bernice Newell of Minneapolis, Minnesota. The question has been raised whether reports on some of these books could be used by high school English classes for some of the required reading. A partial list follows: "Miss Bishop" by Bess Streeter Aldrich; "Separate Star" and "Fair is the Morning" by a Delta Kappa Gamma member, Loula Grace Erdman; "Seasoned Timber" by Dorothy Canfield Fisher (winner of the first \$1,000 Educators' Award); "Good-bye, Mr. Chips" and "To You, Mr. Chips" by James Hilton; "Black Dawn" by Theda Kenyon. Miss Newell also solicits the assistance of members in working with the State Department of Education in securing legislation for scholarships for able young persons interested in teaching. Florida has such a plan. This seems to be one of the most progressive steps taken by any state. Mrs. Eunah Holden of DeLand, Florida, will be able to furnish all the details.

Gertrude F. Soules of Terre Haute, Indiana, has sent some very interesting material to each chapter chairman. She recommends that state departments of education should have a recruitment supervisor as a member of the staff, and that F. T. A. Clubs should be organized in high schools. She reported that panel discussions were conducted in Terre Haute by two high school teachers, two elementary teachers, and a college professor before all the high school seniors, and the discussion brought out the following points: (1) Teacher shortage, (2) Why teach, why not teach, (3) Satisfactions and benefits of teaching, (4) Advantages and salaries for teachers.

Fourteen circulars on teacher recruitment have already been prepared by the members of Kentucky of which Miss Louise Combs, State Department of Education, Frankfort, Kentucky, is chairman. A bulletin which will be career guidance material for all high school students is now in preparation. She recommends that we stimulate the organization of Future Teachers of America Clubs, and foster state regional and national meetings of them, and then that we invite F. T. A. members to be our guests at Delta Kappa Gamma dinners.

In Arkansas, a publicity chairman is responsible for educational and infor-

mational items in the local papers. She also posts on the school bulletin board pictures and magazine articles on teaching. Mrs. Fleta Russell of Arkadelphia reports that members are contributing to a fund which is to be given as a scholarship to a promising high school senior who plans to prepare for teaching. Dr. Dorothy McCuskey of Madison, Wisconsin, strikes at a very vital issue when she asks, "Are older teachers genuinely helpful and friendly to beginning teachers, or do they exhibit unyielding and unfriendly trends which make it difficult for the beginning teacher to capitalize upon her initial enthusiasm and zest?" and she continues, "Experience seems to indicate that the existence of clubs of prospective teachers, whether allied with Future Teachers of America or not, is a powerful factor influencing recruitment."

"Radio scripts should be prepared and presented by local and national hook-ups at regular intervals of time," again says Miss Bernice Newell, and Montana members did just that. Two radio programs were prepared and presented under the direction of Miss Eleanor Dougherty of Great Falls. She also recommends that members read *Time*, December 23, page 47.

"Gladly Do We Teach Today, *But Who Will Teach Tomorrow*" is the title of a delightful booklet with Miss Amanda B. Bonwell of Long Beach, California, as co-author. California is attacking the problem by increasing the minimum salary of qualified teachers to \$2,400 a year.

Utah is making many plans, one of which is new salaries for new teachers through pending amendments.

Mrs. Lorene York of Bismarck, North Dakota, favors the cooperation of Delta Kappa Gamma members with their State Departments in the plans for recruitment.

Georgia members are hopeful of progressive legislation favorable to the beginning teacher. Mrs. Isa Osterboult, Atlanta, suggests high school graduates be taken to spend a day at teacher-training institutions so that they may catch the "gleam."

Louise Leonard of Fairmont, West Virginia, makes an interesting observation. She says that they plan to send out teams of young college students, training for the teaching profession, to talk to and with the high school students.

Ohio plans were not complete, but we are sure that Mrs. Helen Crile Bauer of Columbus has made recommendations to her chapter chairmen since she attended the workshop at Miami University where recruitment was one of the two major problems discussed.

"Talent scouts" for teachers comes as an idea from Miss Frances Tibbits, Newark, New Jersey.

Missourians are planning to use a united front in interesting more students to become efficient teachers. Most chapters devote one meeting to the entertainment of high school and college students who express a preference for teaching, according to Mrs. Doris Vaughn, Chillicothe, Missouri.

Sarah Young, Oakland, California, states that each chapter will need to attack the problem in a way which will be most effective in its territory, but she also sent to each chairman the method to be followed in organizing F. T. A. Clubs.

Mary P. Endres of Woodstock, Illinois, has an excellent idea in mind. The state committee is planning to sponsor a series of meetings, probably thirteen, throughout the state in early spring. They hope to interest influential lay people in attending and participating in these meetings which are planned in such a way as to get pertinent information before the public concerning the teacher situation, the need for selective recruitment, and professional standards. Dr. Stroh will be a guest speaker at all of these meetings. Much good will surely come from these plans by the Illinois members.

Dorothy Wright of South Carolina makes a most important observation when she says, "We should encourage teachers to become better prepared and to render such outstanding service that students will want to be the kind of people they are, and do the kind of work they do."

New York State, with Miss Bessie L. Park of Cortland as chairman, has an interesting plan for recruitment, among which is the sponsoring of a "Teacher of the Month" plan in all schools, and advertising the profession through posters circulated among the high schools.

Stella Vaughn, Silver City, New Mexico, and Doris Vaughn, Chillicothe, Missouri, in addition to bearing the same name, have one other factor in common: both are chairmen of state committees on Selective Recruitment of Teachers. (One wonders if they are really kin.) Stella reports that Epsilon chapter gave a local scholarship to an outstanding woman student in the teacher-training department at New Mexico State Teachers College. They also had a party and program for the outstanding college students preparing to teach. The program was composed of contributions by a teacher, a potential teacher, and a group of little children. The theme was "What's Right with the Teaching Profession?"

Miss Lucy Rodgers of Heppner, Oregon, is hoping that Delta Kappa Gamma members will use material prepared by the state educational association calling attention to teaching as a profession by indicating what the teacher does and what great educators of the past have done.

Eunah Holden of Florida and Mary S. Lyle of Ames, Iowa, believe it would be valuable to sponsor essay and poster contests among high school and college students and then make them available to leading magazines for use.

Amanda Bonwell of California recommends our writing letters of commendation to authors, actors, and artists who praise teachers and teaching,

and condemnation to those persons or concerns who ridicule teachers and teaching.

Alice Lausted, Montana, vigorously states: "Teachers must sell themselves—scholarship is the essence of education. We must educate the teacher and the public to the fact that, as a profession, we stand for something worthwhile. Teachers should be placed on a par with other professional groups as doctors, lawyers, engineers, etc.

In Oklahoma a total of \$550 was given in scholarships to high school graduates in each chapter territory who indicated a preference for the teaching profession. Alpha Chapter gave the largest amount, \$200. Money was raised in the various chapters by Christmas Bazaars, Rummage Sales, Talent Night, Sight Unseen Sales, and personal assessments. Members are intensely interested in the awarding of scholarships. The state sponsors two contests, an essay contest and a poster contest, on the theme "A Nation Is as Great as Its Teachers." A total of \$100 will be awarded the winners. Pictures of high school students receiving scholarships appeared in the State Teachers Journal and they all received favorable publicity.

Now, they have spoken. When will you speak and what will you say? Your reports will soon be made. Chapter Chairmen should have all materials in the hands of state chairmen by May 1, and state chairmen should in turn have all materials ready for the National Chairman by May 15. Tell the whole story of what you are doing. The progress of the Selective Recruitment of Teachers will be in direct proportion to the amount of time, energy, and interest expended by all of us. So let us all keep on keeping on!

MEMBERSHIP COMMITTEE

LELA LEE WILLIAMS

The National Committee on Membership hereby summons all members of Delta Kappa Gamma.

Cordial greetings to every member from Oregon to Florida and Maine to the Rio Grande and Southern California!

This committee was set up and named for you. You, individual members, are the main source of all our usefulness to Delta Kappa Gamma. To the extent that the National Membership Committee gets its service through to you and the member gets her accomplishment all the way back to us—to that precise degree is it useful.

The national file turned over to me by my predecessor, Miss Dorothy Smith, speaks eloquently of the work accomplished during these recent trying years by you and your Committee Chairmen, Chapter, State, and National.

Now, we have greater opportunity, and no less of need, for service. We cannot afford to do less. We shall aim to do more in the capitalization of cooperation in the interest of our pledged purposes.

We shall continue progress upon the objectives already adopted, and upon which you have been working.

Moreover, we aim by using experience gained and, building upon past accomplishment, to move forward. In order that we may capitalize our efforts to the greatest advantage of all, your chairman submits the following suggestions:

I. To Individual Members:

1. April 1st, or before, for National Honorary Membership, send to your State Membership Chairman, or directly to National Membership Chairman, the names, addresses, and qualifications of any qualified woman whom you wish to propose. Not limited to women within your own state.

2. Now, and whenever available, report the names and addresses of qualified women whom you know in counties not yet organized.

3. Your National Committee on Membership covets the assistance of members in establishing contacts with qualified women of Hawaii and of Alaska. Write of any among you or whom you know elsewhere.

Members who have vacationed in Alaska or who have taught in Hawaii, write us, please.

4. Challenge supreme to EACH member: As your National Committee conceives it, your candle should be "set upon an hill" and you are the one to set it there.

II. To Chapter Chairmen on Membership:

1. Yours is a major committee which should function continuously throughout the year.

2. Make complete list of women on the faculty of each school in territory of chapter. Make analysis and consequent recommendations to your chapter. Aim at getting the best qualified of all teaching levels and sections.

3. Sponsor new members, including transfers.

a. Promote attendance at Chapter, State, Regional, and National meetings.

b. Enlist in activities of committee assignments made by Chapter President.

c. Initiate in the use of publications, Constitution, *Bulletin*, News, song books, etc.

4. Old Members:

a. Attendance irregularities studied.

b. Membership talent and difficulties brought to attention of proper committees.

c. Visitation group sponsored in interest of establishing or improving fellowship of members.

5. Promote state and national progress by furnishing names and addresses of well-qualified women educators living in unorganized sections of any state.

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47

6. Annual Report,

- a. Study your report form.
- b. Make report accurate, on time, and complete for your chapter.
- c. Your comments and recommendations are always desired.
- d. Copies to:
 - (1) Chapter President.
 - (2) State Chairman on Membership.
 - (3) Keep one for your successor.

III. State Chairman on Membership:

- a. At once, name and address of State Chairman.
- b. Immediately after initiation, the names and addresses of all your State Honorary Members not previously reported.
- c. April 1, or earlier, name and address and qualifications of proposals, if any, for National Honorary Membership.
- d. Study your report form and be prepared to make a complete and accurate annual report *on time* this year which ends much earlier than heretofore.
- e. Your Chapter Membership Chairmen hold crucial positions. Make contact with them effectively. The report I receive from you will be vital to the extent you get the job done and reported by your Chapter Chairmen. They have the real job.

I have moved to a separate desk, reorganized my work and, at long last, am promised some extra help. I am late now with some of my mail, but I hope to make my answers bounce back to you in the future. It will be necessary if we keep the pace set for us by Dorothy Smith and her committee.

Herein is a fascinating challenge and opportunity. We shall broaden our horizons, enrich our experience, and enliven our appreciation.

May we not hope to become definitely Alaska and Hawaii conscious this year.

We shall continue to collect materials on our national honorary members. A beautiful beginning has been made. The list of national honorary members is complete and checked. The list of state honorary members is practically completed and checked ready to add the new ones when you send them in.

Your National Committee on Membership is ready to help you accomplish your aims and to reach new goals in membership service to Delta Kappa Gamma.





MRS. A. VIRGINIA ADAMS

State President of New Jersey. Efficient Chairman of the Delta Kappa Gamma dinner held during the meeting of the A.A.S.A. in Atlantic City, February 28-March 6, 1947.

As You Read

ETHEL WOOSTER

Biography

Together: Annals of an Army Wife, by Katherine Tupper Marshall. Tupper and Love, \$3.50.

This is a timely biography and one of the year's most delightful. Timely because of our interest in General George Marshall, so recently made Secretary of State, and timely in this day of many divorces, because of its deep understanding between a husband and a wife who felt it a privilege to create peace and happiness in their home, where their few moments of leisure could always be treasured.

The book abounds in anecdotes of his helping her assimilate all the customs and conventions of army life, and her helping him in the sudden and unexpected emergencies constantly arising in the affairs of a man of prominence. Theirs was such a happy life together that, at the time of his retirement, General Harding sent Mrs. Marshall an "Epilog" with these concluding lines:

"Now only he knows just how much you have helped
 Him to carry the load that he bore;
 But you've been on the team and you rate a full share
 Of the credit of winning the War."

Not only in his home life but throughout his career he and his associates worked together. No detail was too small for his attention, no soldier too lowly for his interest. He put as much thought into the personal welfare of his men as he put into their military training. Behind his modest, self-effacing exterior are military genius, blunt honesty, and a sense of democratic values that have won him the confidence and admiration of our allies as well as of the whole American nation.

One closes the book with the feeling of having shared a rare friendship and with renewed confidence in men in high places.

The Tale of Beatrix Potter, by Margaret Lane. Warne, \$3.50.

Those of us who make a practice of reading *Peter Rabbit*, *Tom Kitten*, and *The Tailor of Gloucester* to the small children of our families need no introduction to Beatrix Potter. Every scrap of information about her will be eagerly welcomed. Because she always shrank from publicity and resented any intrusion on her private life, it is only now, three years after her death, that enough material has been assembled to present a

biography. It discloses a childhood so unusual that it is not surprising that she became an exceptional personality. When she visited her publishers, the Warnes, the children in the family were told to call her "Auntie Bee." They remember her as "someone to be reckoned with, someone who would demand a great deal of one in the way of character, and be unsatisfied with less than the best."

The last chapter, "Mrs. Heelis of Sawrey," is written from first hand contact with her husband and the country people, farmers and shepherds of the Lake District, who had known her as a shrewd landowner and sheep-farmer.

We owe Margaret Lane a great debt for her choice of material and her treatment of it. The book satisfies our interest in and curiosity about a beloved literary figure, and is richly rewarding as a study of the character development of a sensitive artist.

Listen, Bright Angel, by Edwin Corle. Duell, \$3.75.

The Grand Canyon of Arizona, the Canyon itself, the river, and nearby Kaibab National Forest, is the locale of this unusual book. Its theme is adventure there, ever since Coronado's conquistadores discovered it four hundred years ago.

The author wastes few words trying to describe the Canyon, but tells instead the dramatic incidents that show its impact upon people: Indians, Spaniards, scientists, daredevils, and particularly Major John Powell, the first to master the river and for whom the Canyon was a cathedral. Even arm-chair travelers will be thrilled by these tales of our country's "grandest spectacle."

Personal Narratives

Man-eaters of Kumaon, by Jim Corbett. Oxford, \$2.00.

To quote from the introduction, "These jungle stories merit as much popularity and as wide a circulation as Kipling's *Jungle Books*. The *Jungle Books* are fiction, based on great knowledge of jungle life; Corbett's stories are fact, based on infinite patience, great power of observation, and extreme courage. Though they are exciting tales of action and adventure in Indian jungles, they are related with amazing coolness and calm detachment.

The were a Book-of-the-Month Club selection and one chapter appeared in *The Reader's Digest*. Here is really "something different" in the field of hunting adventure that is of interest to all ages.

Tatoosh, by Martha Hardy. Macmillan, \$2.75.

There are many ways to spend a vacation. Martha Hardy, a Seattle school-teacher, chose to spend hers as the first woman Fire Lookout in the Pacific Northwest, on the top of Tatoosh Mountain. How to make a home

out of a grass-enclosed shack perched on a ledge, how to live through a mountain electric storm, how to conquer a "Brush Ape" and tame a squirrel, how to wash when the nearest water was a mile straight down, and how to keep the telephone line in working order—all these were side lines to the real job of making a systematic half-hour "check-look" of all the visible land three times a day, and reporting to the three men, whom she never saw, at the station down below in Packwood.

Not until the last chapter does she have a fire of her own, and then she makes you feel the excitement and the danger and the disaster that impends if it is not located at once and handled almost as quickly.

Fear, loneliness, danger—all are compensated for by the grandeur of her world of mountains, and the satisfaction of doing an important job well. Her story is worth reading and she tells it with remarkably good humor.

Our Son Pablo, by Alvin and Darley Gordon. Whittlesey House, \$2.75.

Here is the Good Neighbor Policy in action, and a step toward understanding a minority group.

Mr. and Mrs. Gordon first encountered Pablo in the mountains of western Mexico, when he was selected to help them make a documentary film of his people, the Tarascan Indians. It was Pablo who always appeared out of nowhere in emergencies, who persuaded the Indians with sugar-coated blackmail, and whose zeal for education and determination to work for his people led the Gordons to give him two years at a California university. Sensitive and proud, with no English, Pablo was a misfit, and he was ready to "keel" his professors for their lack of understanding, before his adjustment to life at the university. He discovered a way of his own to win popularity and wisdom, and a good time acquiring both. In the end he had to return to Mexico because of the war. When he found that the odds were against the Indians in the Mexican schemes for democracy, he wrote to his adopted parents. To bolster his morale they made a hurried trip to Mexico, enjoyed a grand fiesta in their honor, and left Pablo still dedicated to his cause.

Maine Charm String, by Elinor Graham. Macmillan, \$2.50.

In your hobby "buttons," Maine winters, or humanity, here is a pleasant little book for an evening's jolly entertainment. You may learn considerable along the way, but the learning will be painless and a pleasant process.

Serious Books on International Issues

Thunder Out of China, by Theodore H. White and Annalee Jacoby. Wm. Sloan Associates, \$3.00.

A Book-of-the-Month Club selection and of vital importance.

Anyone with a pretense to interest and concern for the future of Asia must read this book. As joint members of the Chunking Bureau for *Time* and *Life*, the authors have based this superb report on careful study and

intimate knowledge of China's last decade. They give the factors that contribute to the China of today; the steps by which it has reached the tragic deadlock that makes Asia a battlefield between Soviet Russia and the U. S. A. (a situation for which the authors believe we are responsible).

They discuss the Hurley mission, but to Stilwell they give credit for the most far-sighted policy that has been offered China. They show the impossible task imposed on Marshall, whose greatness is unimpaired despite the collapse of the truce as soon as his back was turned. They discuss the potentials of the future of China, if once the middle road is taken, but at no time is there any biased propaganda for one side or the other.

This book gives one the ability to read news coming out of China with more understanding and awareness.

Lighter, entertaining reading, but of value in giving a good picture of Chinese life and affairs, is Dr. Edward Hume's book, *Doctors East, Doctors West*, an American Physician's work in China.

The Scared Men in the Kremlin, by John Fischer. Harper, \$2.75.

Here is an excellent book to increase our comprehension of the Soviet picture, written with a dispassionate, balanced judgment. As a representative of UNNRA the author could travel freely and see Russia as it really is, especially in the Ukraine. He has great respect for the Ukrainians, comparing them to our Texans, for they are a people who do things in a big way. Discussing their vast losses in the war, he believes it will take at least a decade to rebuild Russian homes and industries. He explains the continuation of Russian forces in European countries as partially due to the shortages and deprivations of the home front.

He thinks that the growth of the Communist ideology, the danger from Communist propaganda, is a factor to fear only in the event of a world-wide depression. He writes about the training of the Young Communists and their religious zeal for the party and shows how the Soviet political system functions. The growing interest of the church is considered as well as the power of the secret police. Coming from a well-informed source, the material in the book makes convincing reading.

While Time Remains, by Leland Stowe. Knopf, \$3.50.

Leland Stowe is a foreign correspondent of wide experience. He has something worth saying and a fearless way of saying it.

Because he believes that Americans are inadequately informed on world affairs and what's happening, and why, he reviews the political and social changes that have taken place in Europe and Asia since 1939, and gives thoughtful analyses of fascism, communism, democracy, and socialism. He is bluntly critical of our failures in responsibility and leadership and he

questions America's preparedness for peace and our willingness to accept the necessity of the successive steps and which must be taken to secure world government. A challenging book and an important one.

The Great Challenge, by Louis Fischer. Duell, \$4.00.

An excellent book to read with Leland Stowe's *While Time Remains*.

Mr. Fischer attacks totalitarianism in whatever country he notes its symptoms. He has repeatedly visited Europe, the Near East, Asia, and South America and talked with key men and political leaders the world over. After his fourteen years' stay in the Soviet Union he insists that he is not anti-Russia but anti-Stalin. He advocates the formation of a world government, if need be, without Russia, as speedily as possible, but does not indicate how it could achieve practical results without Russian cooperation.

It is a book to make us study our prejudices and examine our opinions.

Fiction

Holdfast Gaines, by Odell and Williard Shepard. Macmillan, \$3.00.

American history comes alive in this extraordinary novel of the Connecticut seaboard, the Mississippi, and the Gulf. The story has the sweep of the old sagas and is alive with individual characters; Andrew Jackson, pirate Jean Lafitte, Lewis and Clark, Tecumseh, Samson Occum, officers of the British army and navy, and Holdfast Gaines himself, "Sleeping Bear" to his Indian brothers.

Proud of his Indian blood as a descendant of the great chieftain, Uncas, and nephew of the famous Indian preacher, Samson Occum, Holdfast lives as a foster-son in the home of Colonel Chester of New London. After the massacre of his fellow Mohegans at Fort Griswold, Holdfast goes into the western wilderness to wander among the Indian tribes, striving for peace between them and the ever westward moving whites.

In a night-long battle aboard a little privateer he helps delay a part of the squadron sent to seize New Orleans, then runs six-hundred miles to bring the help to Jackson that wins one of the greatest battles in American history.

Here is an amazing account of America-in-the-making, told with great dramatic ability.

The Land and the Well, by Hilda Wernher. John Day, \$2.75.

Hilda Wernher writes well, as *My Indian Family* has already shown. Here is a story of a poor, peasant Hindu family, centered around their love of the land and their great desire to build a well to enrich that land. Their problems and happiness become important to the reader. Their grandmother and the father are wonderful people, and the love story of Vikram and Dulari is a beautiful one. The author has made vivid an entirely different way of life and philosophy in this story of dignity and courage.

The Magnificent Barb, by Dana Farella. Messner, \$2.75.

For the readers of *My Friend Flicka*. The setting for this story is Georgia and the Fitzgeralds' rundown plantation. Kevin discovers a white-footed horse, Barb, pathetically thin but a thoroughbred. Kevin's dream—a champion—was realized through the Barb. High hopes and the feel of the countryside are in this story.

Water over the Dam, by Marguerite Allis. Putnam, \$3.00.

If you have enjoyed *All in Good Time* or *The Splendor Stays*, you can anticipate reading this new historical novel. Once again the scene is Connecticut; it is the story of the politics played in the building of the Farmington Canal. The romance centers about Titus Todd, who marries the wrong twin, but her betrayal of the canal brings his release.

It is a good New England story.

The Miracle of the Bells, by Russell Janney. Prentice-Hall, \$3.00.

A story dominated by the spirit of lovely, young Olga Treskovna. Hollywood returns her body to a sordid Pennsylvania mining town. Her burial is preceded by the ringing of the church bells four days and nights.

Humble Father Paul of St. Michael's church, Bill Dunnigan, press agent and self-appointed St. Michael's Plenipotentiary Interceder Ex Officio, and the good Saint himself, take a hand in affairs that transform the whole community from spiritual poverty to a new sense of brotherhood.

Overlong, but you will remember each character as very human.

*Wilderness Wives***Mink, Mary and Me**, by C. F. Ferguson. M. S. Mill, \$3.50.

Mackenzie Territory and a trapper's experience. Life in the raw, but fun for the Fergusons and fun for the reader.

Mrs. Mike, by Benedict Freedman. Coward, \$2.75.

A Literary Guild selection for March, and to be published serially in the *Atlantic Monthly*. Called a "natural."

Boston Kathy's great love for Sergeant Mike of the Northwest Mounted Police tided her over the isolation of Hudson's Hope. A visit to her family convinced her of Boston's "stuffiness" in contrast to the good life of the open country.

Happy the Land, by Louise Dickinson Rich. Lippincott, \$3.00.

A rare thing—a sequel as good as the original *We Took to the Woods* in Maine. So good a life that her daughter Dinah said to her, "You know, Mother, you're awfully good to us kids or at least you try to be."

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Driftwood Valley, by Theodora C. Stanwell-Fletcher. Little, \$4.00.

Life in a British Columbian wilderness, collecting museum specimens and studying the winter habits of animals of the North. The Fletchers lived in the wilderness just as the Indians did, used the same modes of traveling and camping in all seasons. Perhaps this afforded them a rather different insight into Indian character. They were pleased when the Indians said, "You live like us, see? All time you do same like we do. You know. Other white man he not live like us. He not know, see?"

Fine pencil sketches illustrate the book.

70 Miles from a Lemon, by Hardie Yates. Houghton, \$4.00.

Rural life on the Crow Indian Reservation in Montana, later a newspaper job in Wyoming, and finally in Florida. A story of self-reliance.



Sitting for hours idle in the shade of an apple tree, near the garden-hives, and under the aerial thoroughfares of those honey-merchants, . . . I have sought instruction from the Bees, and tried to appropriate to myself the old industrious lesson.

And yet hang it all, who by right should be the teacher and who the learners? For those peevish, over-toiled, utilitarian insects, was there no lesson to be derived from the spectacle of Me?—Logan Pearsall Smith in ALL TRIVIA.



MRS. EDNA MCGUIRE BOYD
National Chairman, Program Committee.

OVER THE EDITOR'S DESK

NEWS OF GENERAL INTEREST

Advance information concerning the observance of American Education Week has already reached us. It will be celebrated from November 9 to 15, inclusive. Its sponsors are the National Education Association, The American Legion, the United States Office of Education, and the National Congress of Parents and Teachers. The general theme is "The Schools Are Yours," and the topics for each day are:

- Sunday, November 9—Securing the Peace
- Monday, November 10—Meeting the Emergency in Education
- Tuesday, November 11—Building America's Future
- Wednesday, November 12—Strengthening the Teaching Profession
- Thursday, November 13—Supporting Adequate Education
- Friday, November 14,—Enriching Home and Community Life
- Saturday, November 15—Promoting Health and Safety

American Education Week has come to be recognized as the outstanding period of the school year for educational interpretation. In view of the emergency in education, planning for this vital observance should be done early by local committees. Special materials are again available at the NEA.

* * *

A recent issue of *The Public and Education* is headed, "Playing With Destiny." It is the kind of document calculated to reach the understanding of the general public. The conditions which have placed as many as nine different teachers in a single school during one year are given vivid publicity. This circular is published monthly and is broadcast by the thousands to leaders in American life. It is one of the best possible sources of authoritative information about education, and is assembled in a graphic and readable manner.

* * *

The President's words in his Annual Budget Message to the Congress are quoted elsewhere in this issue. It is interesting to note, however, despite his heartening words and the fact that there are at present five federal aid bills before the Congress, some of which have powerful support, not a dollar has been allocated in the budget to a program for federal aid. The Office of Vocational Rehabilitation received an increase of something over five million dollars, but the United States Office of Education had a reduction of nearly a million dollars. It is difficult to see just how, even with friends in both the Senate and House, education will get very much of the national budget. This is especially significant in view of the fact that England, in the midst of all her rigorous self-denial in other things,

is appropriating 2.5 per cent of her national income to education as compared with our 1.5 per cent. Russia is variously reported as giving from 5 to 8 per cent. When can we expect a statesmanlike policy in this country with respect to public education?

* * *

Says Assistant Secretary of State William Benton, "All of us who have anything to do with government know that the best administrative arrangements are futile unless they are supported by an underlying foundation of beliefs and principles held in common by the people. These common values can only come from education in its broadest sense. If we are to have a world community, we must search out and develop the ideas we hold in common with others. . . . To a most important extent, this task falls to the classroom teachers, the school superintendents, the local school boards. . . . The Government's part in creating greater international understanding is merely supplementary to the work that is carried on daily through the individual initiative of millions of people in this country and in all countries. Among these millions, teachers have the greatest individual opportunity and can play the leading individual roles. . . . Thus there is no more important calling for the world's future."

* * *

The NEA has just announced the publication of what should be a very valuable book for every teacher, every minister, every veteran, in short, every citizen. It is the United Nations Edition of *The American Citizens Handbook* and is a compendium of all sorts of informational and inspirational material for the alert American citizen.

BITS FROM THE STATES

Mrs. Georgia Lusk, elected the first congresswoman from New Mexico, is one of the twelve state founders. Left a widow in 1919 with three small children to support, Mrs. Lusk engaged in the ranching business. She still maintains her voting registration in Guadalupe county. With twenty-one years of experience as a teacher and an administrator, Mrs. Lusk is amply qualified to deal with teachers' problems with intelligence and decision.

* * *

The Epsilon chapter in Connecticut sponsored a recruitment tea in Hartford, with Dr. Elsa Brookfield as speaker.

* * *

Indiana has completed a series of five very successful regional meetings. The registration was high at each meeting, and the representation from chapters throughout the state was good. Indiana is sponsoring several meetings this year in which groups of chapters are combining their resources for outstanding meetings.

Illinois possesses one of the most dynamic program chairmen in the country. Among the services that Florence Cook has rendered in this capacity is the publication of a series of good bibliographies calculated to be useful to chapter program chairmen. They include a *Study of Our Own Society*, *The Mental Outlook of the Teacher*, *United Nations Educational, Scientific, and Cultural Organization*, *Economics of Our Age As They Affect Women, Teachers and the Minorities*, *Racial Discriminations*, and *Selective Teacher Recruitment*.

* * *

Arkansas members are taking an active part in fighting for improved legislation in behalf of the teachers in their state.

* * *

The Alpha chapter in Utah has turned in an interesting account of how its members cooperated to send boxes to teachers in European countries. They followed the instructions sent out by the Teachers Good Will Service, World Education Service Council, Inc., and were greatly assisted by two exchange teachers from England. Forty-seven boxes were prepared, and eighty members shared in the activities. Boxes were sent to Norway, England, France, Denmark, Greece, Belgium, Holland, and Poland. The value of each box ranged from two dollars to twelve dollars and fifty cents. This was aside from the value of the clothing parcels, which contained combs, wash cloths, tooth brushes, handkerchiefs, gloves, scarves, and school supplies. In each box a friendly letter was enclosed. Those who had been unable personally to fill a box contributed to the freight bill. This is the kind of satisfaction which many of our chapters have experienced. Nothing could more clearly demonstrate the fellowship which we avow.

* * *

In Dallas, the Epsilon chapter invited to a program on teacher recruitment two outstanding pupils, a boy and a girl, from the senior class of each high school in Greater Dallas and in Dallas County. "Teaching as a Profession" was ably presented by several carefully chosen educators. Not only the requisites for successful teaching were discussed, but the rewards of the profession were highlighted.

* * *

Florida reports several regional meetings recently completed. One most recently reported was for the third district, which had its meeting in Miami on January 18. About one hundred members were present, and each chapter was responsible for a specific part of the program. Epsilon chapter gave a "Refresher Course in Delta Kappa Gamma." In this round table, a new member asked questions and five old members answered them. The Theta chapter, which is known for the perfection of form in its initiations, presented a "Model Initiation." This was especially helpful to the Xi and Omega chapters less than a year old. The "Post War Needs for Teacher

Recruitment" were presented by Miss Shuflin of Omicron chapter. The members were urged to stress the satisfactions of teaching rather than the discouraging aspects.

SCHOLARSHIPS RECENTLY REPORTED

The Gamma chapter of Arizona reports that during the past year it has awarded three local scholarships to promising and deserving high school seniors. These scholarships were given in Williams, Flagstaff, and Holbrook, and the amount of money was contributed by the members in each of these towns.

* * *

New York State reports its first state scholarship, which will be named the Lolabel Hall Scholarship. It is to be an annual summer school scholarship for study in a recognized educational institution.

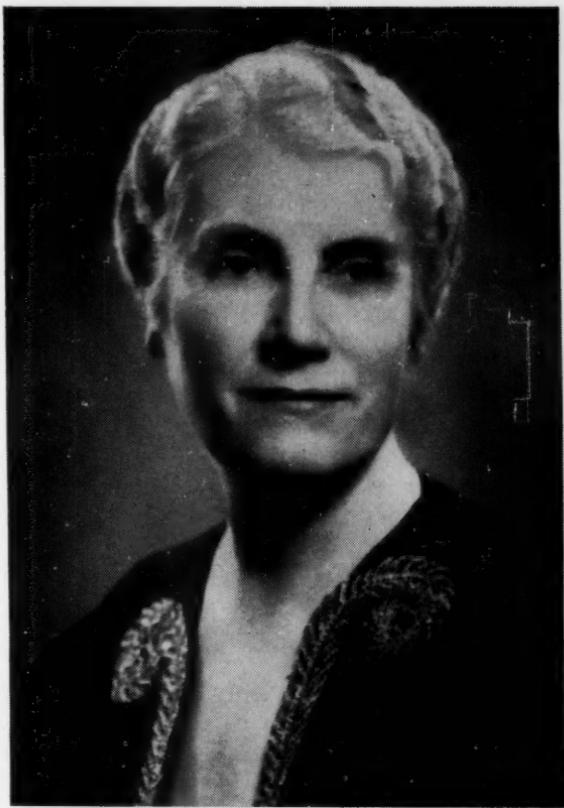
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Illinois reports that it has awarded the Helen Robinson Messenger Scholarship to two people. The first was Mrs. Helen Fesler, who studied at the University of Mexico during 1945. In 1946 Miss Gladys Tipton was given the scholarship to continue her studies for her doctorate in music. Lambda State reports that it has a second scholarship nearly completed. It is to be named the Emma Imboden Scholarship.



*In good company your thoughts run, in solitude your thought is still; it goes deeper and makes for itself a deeper groove, delves . . . In talk your mind can be stretched, widened, exhilarated to heights, but it cannot be deepened; you have to deepen it yourself . . . It is worth it. There is a Hindu proverb which says, 'You only grow when you are alone.'—Rumer Godden in *THUS FAR AND NO FURTHER*.*

*I hate having new books forced upon me but how I love cram-throating other people with them.—Logan Smith in *OLD TRIVIA*.*



DR. MINNIE L. MAFFETT

Former President of Business and Professional Women's Clubs;
Honorary Member, Epsilon Chapter, Dallas, Texas.

Lest We Forget

Mrs. Rose B. Glassey died on December 26, 1946, in Fort Morgan, Colorado. She was a charter member and president of the chapter at the time of her death. She was County Superintendent of Schools, exceedingly active in civic and church work, and had many other affiliations in women's organizations. The Sigma chapter has suffered a great loss in her passing.

* * *

In Delmar, Delaware, on January 1, 1947, Molly E. Ellis, of the Beta chapter, died. She was a teacher of Latin and French in the local high school, and was regarded as friend and counselor by hundreds of young people. She was initiated on April 28, 1945.

* * *

In Madison, Indiana, Frances Culbertson passed away on November 19, 1946. She died suddenly at King's Daughters Hospital. She retired in 1945 after thirty-five years of teaching. She was a member of the Baptist church, and had various organizational affiliations. Her personality was gracious, and her lovely voice and face made her a charming asset everywhere.

On December 25, 1946, in Rest Haven, in Vincennes, Indiana, Corinne Rielag passed away. She had been a teacher for fifteen years, and an elementary principal for twenty years. She supervised two buildings in Indianapolis at one time. Always active on committees for school betterment, she was a great asset to education in her community. She retired in October, 1944, because of an illness from which she never recovered. She was a member of Beta chapter.

Elsa Ropp of the Mu chapter in Indiana died on January 10, 1947, in Flat Rock, Indiana. She was a member of the State Progress Committee, and an excellent worker in the chapter. She had a number of publications to her credit, and was affiliated with several other organizations.

* * *

Mrs. Virgilia Esterbrook, a former member of Iota chapter in New Mexico, passed away in Loma Linda, California, on January 7, 1947. While she was in New Mexico, she was an active chapter member, and had prepared the materials for the chapter scrapbook. She was active in social and civic affairs of the community.

* * *

In Beach City, Ohio, Miss Maude Harrold, a member of the Beta Iota chapter, passed away on October 4, 1946. She was first president of the Beta Iota chapter, and since her initiation, had been an active member. She

had been Director of County Normal Schools, a critic teacher in the Kent State Normal, a teacher in Salt Lake City, Utah, schools, and a high school and elementary teacher in the Holmes County schools.

* * *

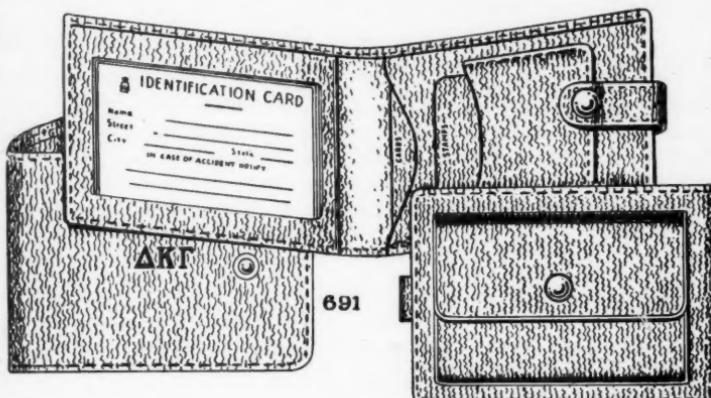
Mrs. Elsie Lorenn Turney, of the Eta chapter in Oklahoma, died in Oklahoma City on January 11, 1947. She served as a chapter officer, and as chairman of the teacher recruitment program. She wrote her master's dissertation in the field of Religious Education. She was Director of Rochdale Hall, cooperative dormitory for girls at the university of Oklahoma, and conducted the University of Oklahoma Housing Bureau for students during the war.

* * *

Psi chapter of Texas reports the death of Miss Ollie Bird, a charter member of the chapter. Miss Bird was a teacher in the Denison schools for twenty-eight years, and a former member of the school board. She was past president of the Second District of Federation of Texas Women's Clubs, and served at one time as state treasurer of that organization. For fifty years she taught a Sunday School class in St. Luke's Episcopal Church. Her most dynamic interests were child welfare and the fight against tuberculosis.



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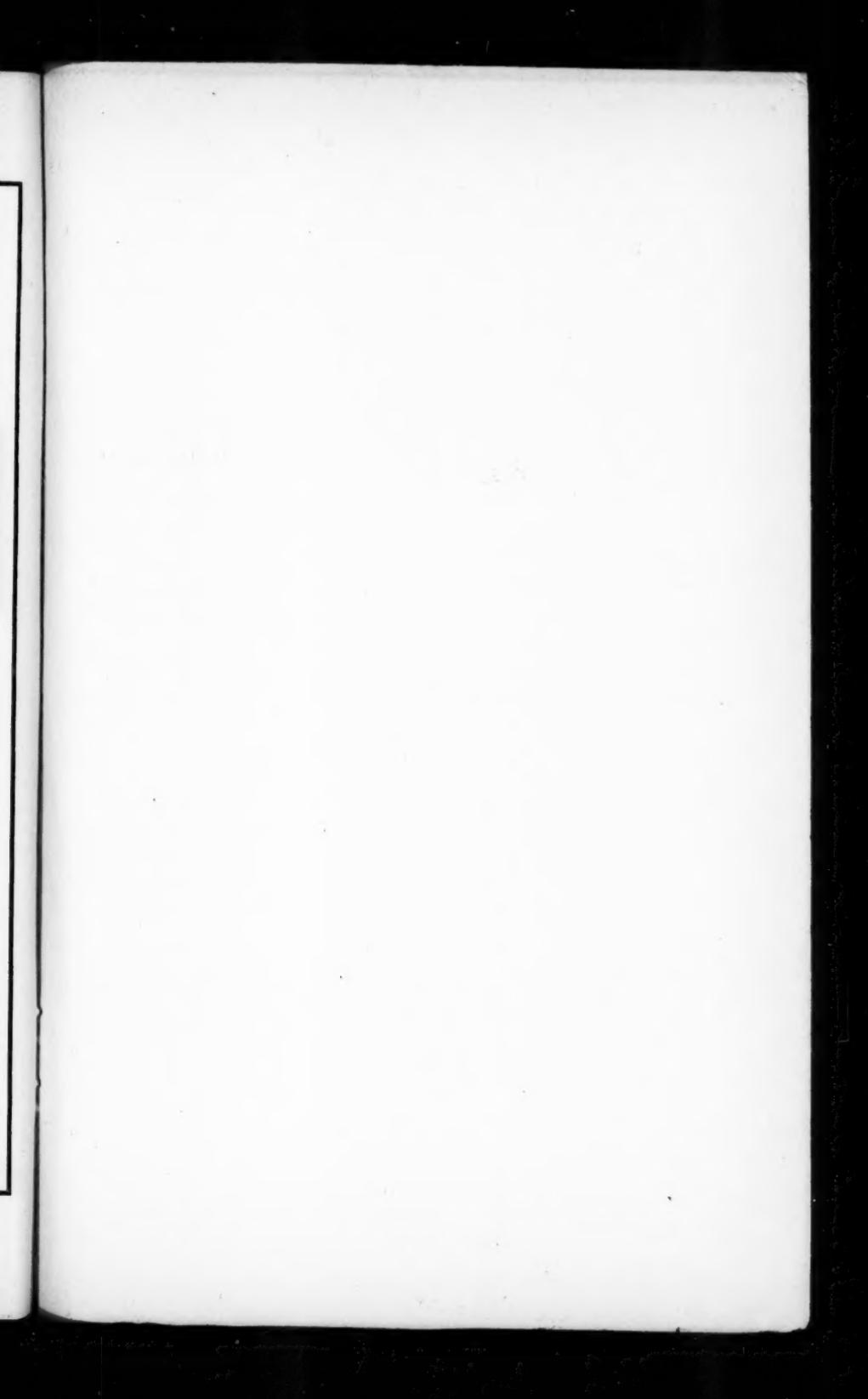
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